



Bulletin of the
Wake Forest University
College of Arts and Sciences
Wake Forest College

Announcements for
1977-1978

The Calendar

Fall Semester 1977

August	25	Thursday	Residence halls open at noon for first year students
August	26	Friday	Residence halls open at noon for transfer students
August	26	Friday	Orientation for new students
August	28	Sunday	
August	29	Monday	Registration for all courses
August	30	Tuesday	
August	31	Wednesday	Classes begin
September	13	Tuesday	Last day to add courses
September	30	Friday	Last day to drop courses
October	21	Friday	Mid-term grades due
November	24	Thursday	Thanksgiving recess
November	27	Sunday	
November	28	Monday	Classes resume
December	7	Wednesday	Classes end
December	8	Thursday	Reading Day
December	9	Friday	Examinations begin
December	10	Saturday	Examinations
December	13	Tuesday	
December	14	Wednesday	Reading Day
December	15	Thursday	Examinations
December	16	Friday	
December	17	Saturday	Examinations end
December	18	Sunday	Christmas recess
January	2	Monday	

Spring Semester 1978

January	6	Friday	Registration for all courses
January	7	Saturday	
January	9	Monday	Classes begin for four- and fifteen-week courses
January	12	Thursday	Last day to add or drop four-week courses
January	20	Friday	Last day to add fifteen-week courses
February	3	Friday	Classes end for four-week courses
February	6	Monday	Classes begin for eleven-week courses
February	9	Thursday	Last day to drop fifteen-week courses
February	20	Monday	Last day to add eleven-week courses
February	27	Monday	Last day to drop eleven-week courses
March	1	Wednesday	Mid-term grades due
March	11	Saturday	Spring recess
March	12	Sunday	
March	20	Monday	Classes resume
April	28	Friday	Classes end
April	29	Saturday	Reading Days
April	30	Sunday	
May	1	Monday	Examinations begin
May	2	Tuesday	Examinations
May	3	Wednesday	Reading Day
May	4	Thursday	Examinations
May	8	Monday	
May	9	Tuesday	Examinations end
May	14	Sunday	Baccalaureate
May	15	Monday	Commencement

The Bulletin

The Calendar	2
The University	6
Libraries	7
Recognition and Accreditation	7
The College	9
History and Development	9
Buildings and Grounds	18
Purpose	19
Administration	19
Student Life	20
Student Government	20
College Union	21
Men's Residence Council	21
Women's Residence Council	22
Interfraternity Council	22
Intersociety Council	22
Honor Societies and Professional Fraternities	22
Academic Awards	23
Intramural Athletics	23
Intercollegiate Athletics for Men	23
Intercollegiate Athletics for Women	24
Religious Activities	24
Cultural Activities	24
Psychological Services	26
Placement and Career Development	26
Procedures	28
Admission	28
Application	28
Early Decision	29
Advanced Placement	29
Transfer Credit	29
Tuition and Fees	30
Vehicle Registration	31
Housing and Food Services	31
Health Service	32
Orientation and Advising	32
Registration	32
Classification	32
Class Attendance	33
Auditing	33
Dropping	33
Withdrawal	34
Examinations	34
Grading	34
Grade Reports and Transcripts	35

Dean's List and Graduation Distinctions	35
Repetition of Courses	35
Requirements for Continuation	35
Requirements for Readmission	37
Probation	37
Senior Conditions	38
Scholarships and Loans	39
Scholarships	39
Loans	43
Concessions	44
Other Financial Aid	44
Special Programs	46
Honors Study	46
Open Curriculum	46
Residential Language Centers	46
Study in London and Venice	47
Study in France	47
Study in Spain	47
Study in India	47
Independent Study Abroad	47
Study at Salem College	48
Summer Study	48
January Study	48
Requirements for Degrees	49
Degrees Offered	49
General Requirements	49
Basic Requirements	50
Divisional Requirements	50
Physical Education Requirement	51
Completion of Lower Division Requirements	51
Admission to the Upper Division	51
Courses of Study in the Upper Division	52
Fields of Study	52
Double Majors and Dual Majors	52
Senior Testing	53
Combined Degrees in the School of Law	53
Combined Degrees in Medical Sciences	53
Combined Degrees in Medical Technology	54
Degrees in the Physician Assistant Program	54
Degrees in Microbiology	55
Degrees in Dentistry	55
Degrees in Engineering	55
Degrees in Forestry	56
Courses of Instruction	57
Art	57
Asian Studies	59
Biology	61

Business and Accountancy	64
Chemistry	67
Classical Languages	68
Economics	71
Education	73
English	78
German	82
History	84
Humanities	87
Interdisciplinary Honors	89
Mathematics	90
Military Science	93
Music	94
Philosophy	98
Physical Education	100
Physics	103
Politics	104
Psychology	108
Religion	111
Romance Languages	114
Social Sciences	122
Sociology and Anthropology	122
Speech Communication and Theatre Arts	126
Degrees Conferred	131
Distinctions Conferred	145
The Administration	151
The College Faculty	159
Emeriti	172
The Committees of the Faculty	174
The Board of Visitors	178
The Board of Trustees	179



The University

Wake Forest University was founded in 1834 by the Baptist State Convention of North Carolina. The school opened its doors to students on February 3 as Wake Forest Institute, with Samuel Wait as principal. It was located in the Forest of Wake County, North Carolina, on the plantation of Dr. Calvin Jones, near which the village of Wake Forest later developed.

Rechartered in 1838 as Wake Forest College, it is one of the oldest institutions of higher learning in the state. It was exclusively a college of liberal arts for men until 1894, when the School of Law was established. A two-year medical program was offered by the School of Medicine, founded in 1902, until it moved from the town of Wake Forest, in 1941, to Winston-Salem and association with the North Carolina Baptist Hospital. It was then renamed the Bowman Gray School of Medicine in honor of the benefactor who made possible the move and expansion to full four-year operation.

The School of Business Administration began in 1948 as an undergraduate division. It was renamed the Babcock Graduate School of Management in 1969, with a corresponding change in emphasis and program. The Division of Graduate Studies was established in 1961. It is now organized as the Graduate School and encompasses advanced work in the arts and sciences on both campuses in Winston-Salem. A summer session was inaugurated in 1921.

In 1946 the trustees of Wake Forest College and the Baptist State Convention of North Carolina accepted a proposal by the Z. Smith Reynolds Foundation to relocate the non-medical divisions of the College in Winston-Salem, where the School of Medicine already was. The late Charles H. Babcock and his wife, the late Mary Reynolds Babcock, contributed a campus site, and building funds were received from many sources. Between 1952 and 1956 the first fourteen buildings were erected, in Georgian style, on the new Winston-Salem campus. In 1956 the College moved all operations, leaving the 122-year-old campus in the town of Wake Forest to the Southeastern Baptist Theological Seminary.

The decade that followed was the College's most expansive, and in 1967 its augmented character was recognized by the change in name to Wake Forest University. Today enrollment in the University stands at well over 4,000. Government remains in the hands of the Board of Trustees, and development for each of the five schools of the University is augmented by Boards of Visitors for the undergraduate College and Graduate School, the School of Law, the Graduate School of Management, and the School of Medicine. A joint board of University trustees and trustees of North Carolina Baptist Hospital is responsible for the Medical Center, which includes the hospital and the School of Medicine. Alumni and parents' organizations are also active at Wake Forest. Endowment by the Z. Smith Reynolds Foundation, the North Carolina Baptist State Convention, and other sources is strong and continuing. The hallmark of education at Wake Forest remains the devotion to liberal arts learning and professional preparation for men and, since 1942, women. Perhaps unique is a complementary devotion to historic church-relatedness and to the Z. Smith Reynolds contract, now more than thirty years old.

The College, Graduate School, School of Law, and Graduate School of Management are located on the Reynolda Campus in the northwest suburb of Winston-Salem. The Bowman Gray School of Medicine is about four miles away, on what is known as the Hawthorne Campus near the city's downtown. The University also teaches regularly at Casa Artom in Venice, at the recently acquired Worrell House in London, and in other places around the world.

The College offers courses of study leading to the baccalaureate in more than thirty departments and interdisciplinary areas. The School of Law offers the Juris Doctor, and the Graduate School of Management the Master of Business Administration and Master of Management degrees. In addition to the Doctor of Medicine degree, the School of Medicine offers through the Graduate School programs leading to the Master of Science and Doctor of Philosophy degrees in the basic medical sciences. The Graduate School confers the Master of Arts degree in most areas of the arts and sciences and the Doctor of Philosophy degree in biology and chemistry.

Libraries

The libraries of Wake Forest University permit research for undergraduate education and in each of those disciplines in which a graduate degree is offered. An endowment provided by a substantial gift from the Mary Reynolds Babcock Foundation and another from Mrs. Nancy Reynolds has been assigned to the expansion of library resources, especially to support the graduate program. Further sustained development is thus assured. The libraries of the University hold membership in the Association of Southeastern Research Libraries.

The library collections total 642,611 volumes. Of these, 490,052 constitute the general collection in the Z. Smith Reynolds Library; 66,043 housed in the School of Law; 77,751 in the library of the Bowman Gray School of Medicine; and 8,765 in a relatively new library in the Babcock Graduate School of Management. Subscriptions to 7,985 periodicals and serials, largely of scholarly content, are maintained by the four libraries of the University. The holdings of the Z. Smith Reynolds Library include 16,646 reels of microfilm, 45,592 microcards, 160,504 pieces of microprint and microfiche, and 57,812 volumes of United States Government publications.

Special collections cover the works of selected late nineteenth and early twentieth century English and American writers, with pertinent critical material; a Mark Twain Collection; a Gertrude Stein Collection; and the Ethel Taylor Crittenden Collection in Baptist History. The recent acquisition of the Charles H. Babcock Collection of Rare and Fine Books represents an important addition to the resources of the Z. Smith Reynolds Library.

Recognition and Accreditation

Wake Forest University is a member of the Southern Association of Colleges and Schools, the Southern Universities Conference, the Association of American Colleges, and the Council of Graduate Schools in the United States. The University has chapters of the principal national social fraternities, professional frater-

nities, and honor societies, including Phi Beta Kappa and Sigma Xi.

The Bowman Gray School of Medicine of Wake Forest University is a member of the Association of American Medical Colleges and is on the approved list of the Council on Medical Education of the American Medical Association.

Wake Forest College was accredited by the Southern Association of Colleges and Schools in 1921. The reaccreditation of 1965 included the masters' and Doctor of Philosophy degree programs in the Division of Graduate Studies. Accreditation was reaffirmed in December 1975.

The program in counseling leading to the Master of Arts in Education degree is accredited by the National Council for the Accreditation of Teacher Education.



The College

Wake Forest College lives on in name as the undergraduate college of arts and sciences. It is the center of academic life at the University; through it the University carries on the tradition of nearly 150 years of excellence in teaching and preparing men and women for business, professional life, and enlightened citizenship.

History and Development

The founding of Wake Forest College in 1834 was one manifestation of the intellectual and humanitarian reform movement which characterized North Carolina and the nation in the decade of the 1830s. The beginnings of the College and the formation of the Baptist State Convention were closely interwoven: a leading motive for the organization of the Convention was that it serve as an agency for establishing an institution that would provide education under Christian influences for ministers and laymen.

The leaders in the movement for Convention and College were Baptist ministers and laymen from diverse backgrounds. Martin Ross, a North Carolinian, was a prominent Baptist minister in the Chowan area and an advocate of an educated ministry; Thomas Meredith, a graduate of the University of Pennsylvania, had been pastor first at New Bern and after 1825 at Edenton; Samuel Wait, a graduate of Columbia College in New York, had been pastor of the New Bern Baptist Church since 1827. The inspiration of Ross, the scholarship of Meredith — who wrote the Convention constitution and later founded and edited the *Biblical Recorder* — and the leadership of Wait combined to lead the Baptists of North Carolina into the formation of the Baptist State Convention on March 26, 1830. Fourteen individuals — seven ministers and seven laymen — appointed Wait as the Convention's agent to explain to churches, associations, and others the need for a college to provide "an education in the liberal arts in fields requisite for gentlemen."

For nearly three years Wait traveled over the state in his wagon, visiting churches and associations and the homes of individual Baptists and speaking to a large number of the approximately 15,000 Baptists who lived in the piedmont and coastal counties of the state. Perhaps as many as one-half opposed missions, education, and other benevolences, but after two years of educational canvassing Wait reported enough sentiment in favor of the program for the Convention to proceed.

A 600-acre plantation, located sixteen miles north of Raleigh, was purchased from Dr. Calvin Jones in 1832 for \$2,000. The North Carolina Legislature was asked to grant a charter for a literary institution based on the manual labor principle. The lobbying of opponents, both Baptist and non-Baptist, was effective; only the tie-breaking vote of William D. Moseley, speaker of the senate, secured passage of the charter-granting bill. It was a meager charter, subject to various restrictions and limited to a period of twenty years, but the birth of Wake Forest

had been achieved. Its subsequent growth would be the result of creative adjustments and successful responses to a series of other challenges.

After his successful three-year canvass of the state, Samuel Wait was elected principal of the new institution. Sixteen students registered on February 3, 1834; before the end of the year seventy-two had enrolled. The manual labor principle, adopted as a partial means of financing the institution, was abandoned after five years, and the school was rechartered in 1839 as Wake Forest College.

President Wait's home was the farmhouse on the Jones plantation (now preserved as an historical museum in the town of Wake Forest). Students lived in what had been slave quarters, and classes were conducted in the carriage house. In 1835 construction on the first brick building was begun by Captain John Berry, a prominent builder who agreed to accept payment in notes due in three annual installments. The economic crisis of 1837 had such an adverse effect that support for the College and student enrollment steadily declined; only a loan of \$10,000 from the State Literary Fund in 1841 prevented bankruptcy. During these years of arduous struggle to keep the College alive, President Wait exhausted his physical strength and contracted an illness which forced him to resign the presidency in 1845.

William Hooper succeeded Wait, and the prospects of the College became brighter. Hooper, a grandson of one of North Carolina's three signers of the Declaration of Independence, had received his education at the University of North Carolina. As a native North Carolinian with family connections extending over several generations, he was able to mobilize public opinion in support of the College. The leadership during his brief tenure generated such enthusiasm in support of education that a successful campaign for funds retired the debt for the College buildings in 1850.

After Hooper's resignation the trustees elected to the presidency Professor of Mathematics John B. White, a graduate of Brown University. Since the physical facilities were now free of mortgages, fund-raising efforts during President White's administration could be concentrated on increasing the College endowment. A campaign begun in 1852 had as its goal increasing support by \$50,000. The trustees placed in charge of this campaign Washington Manly Wingate, a graduate of 1849 who within a year and a half raised approximately \$33,000.

But the temper of the times was unsuited to leadership by a Northerner, and President White resigned in 1854. The trustees chose as his successor Wingate, then twenty-six years old and the first alumnus of the College to serve as president. Under his vigorous leadership, which spanned nearly three decades, the quality of students improved and new faculty members were added. During the first eight years of Wingate's administration, sixty-six students graduated — more than half of the total graduated during the first twenty-three years in the life of the College. In 1857 President Wingate launched a campaign to produce an additional endowment of \$50,000, over one-half of which was raised in a single evening during the 1857 meeting of the Convention.

This period of growth and expansion was cut short by the division of the Union in 1861. The Conscription Act of 1863 did not exempt students, and for three years of the Civil War the College suspended operations. The buildings

were used briefly for a girls' school; after 1863 the Confederate government used College facilities as a military hospital.

Following Sherman's march through the South and Lee's surrender at Appomattox, a peace of desolation pervaded the region. Supporters of Wake Forest surveyed what remained: College buildings, now leaky and in poor repair; approximately \$11,700 from a pre-war endowment of \$100,000; the former president and faculty; a loyal group of trustees. There was also something else: an indomitable spirit of determination that Wake Forest should emerge from the wreck of war and fulfill its mission.

The needs of the College were great and financial prospects poor, but in November 1865, barely six months after the end of the war, nine members of the Board of Trustees, acting with unwarranted courage, authorized the resumption of classes. Wingate was persuaded to resume the presidency, and on January 15, 1866, fifty-one students enrolled. The number gradually increased as the South and its economy slowly recovered.

President Wingate realized that the people of North Carolina had to be awakened to the need for education in the New South, and that they must be persuaded that Wake Forest could help serve that need. To launch this campaign, a Baptist-sponsored, state-wide educational convention was held in Raleigh. Before funds could be collected, the financial crisis of 1873 ended all immediate hope for endowment. The failure of the 1873-74 fund-raising campaign placed the College in a precarious position. The triple encumbrances of war, reconstruction, and financial panic made it evident that little money could be raised in North Carolina. The Committee on Endowment of the Board of Trustees appointed James S. Purefoy, a local merchant and Baptist minister, their agent to solicit funds in the Northern states for continued operation of the College. While serving as treasurer of the Board before the war, he had salvaged \$11,700 from the pre-war endowment of \$100,000 by persuading the Trustees to invest half of the endowment in state bonds. After two years of unrelenting and often discouraging labor, without remuneration, he now placed in the hands of the Trustees the sum of \$9,200.

It was also in the bleak days of financial uncertainty that a Wake Forest student, James W. Denmark, proposed and founded the first college student loan fund in the United States. A Confederate veteran, Denmark had worked six years to accumulate enough money for his own college expenses. Soon after entering Wake Forest in 1871 he realized that many students had the same great financial need. From his meager funds he spent five dollars for post cards and wrote to college presidents across the country asking how their loan funds were organized. When he found that the colleges had none, he enlisted the support of faculty and students at Wake Forest and in 1877 persuaded the Legislature to charter the North Carolina Baptist Student Loan Fund. Chartered with a capital of \$25,000, it was actually begun with a paid-in capital of only \$150. Now known as the James W. Denmark Loan Fund, it is the oldest college student loan fund in the United States and has assets of \$325,000 to serve the needs of students according to the purposes of its founder.

By the close of President Wingate's second administration in 1879 the College

had been successfully revived. The endowment had been increased from approximately \$11,000 to \$40,000; a new library building had been constructed; another building, Wingate Hall, was under construction. Perhaps the greatest service President Wingate rendered was bringing to the College a faculty of highly qualified scholars who served the College with distinction and dedication over many years. Among them were Professors William G. Simmons (1855-88), William Royall (1859-70; 1880-92), William Bailey Royall (1866-1928), Luther Rice Mills (1867-1907), and Charles Elisha Taylor (1870-1915), who served as president from 1884 to 1905. Two other scholars who became tutors or adjunct professors in the last year of President Wingate's administration were also destined to play important roles in the life of the College: Needham Y. Gulley, who established the School of Law in 1894 and served as its first dean for thirty-six years, and biologist William Louis Poteat, who served the College for fifty years, twenty-two of them as president.

The administration of President Thomas Henderson Pritchard, which followed that of President Wingate, was brief and served principally to further Wingate's efforts to persuade Baptists and other North Carolinians to improve the deplorable condition of education in the state. The second alumnus of the College to serve as president, Pritchard was an eloquent speaker whose prominent leadership among Baptists increased the patronage of the College and improved its image among its constituency.

Charles Elisha Taylor, whom President Wingate had brought to the faculty in 1880, was elected in 1884 to serve as the sixth president. In 1882, while professor of moral philosophy, he had proposed to the Board of Trustees a plan to increase the endowment from \$53,000 to \$100,000. He recommended a short one-year campaign and the solicitation of funds from a few wealthy individuals rather than the usual protracted campaign among Baptists generally who had little money to contribute. In the course of his efforts to increase the endowment, Professor Taylor succeeded in enlisting the support of Jabez A. Bostwick of New York City, whose contributions established Wake Forest as a private endowed college.

President Taylor's administration from 1884 to 1905 brought enrichment of the academic program in a variety of ways. Academic departments were increased from eight to thirteen and the size of the faculty more than doubled. Two new schools were added: the School of Law in 1894 and the School of Medicine in 1902. Progress in other areas included the addition of three buildings: a science laboratory, a general classroom building, and a new gymnasium. The campus was landscaped, and with the able assistance of President Taylor's co-worker "Doctor" Tom Jeffries, over 400 trees were planted, making *Magnolia grandiflora* almost synonymous with the Wake Forest campus.

President Taylor was succeeded by William Louis Poteat. Affectionately known as "Dr. Billy" to students during and after his twenty-two year administration, he continued to promote the general growth of all areas of College life. Special emphasis was placed on development in the sciences, reflecting in part the interest of the president and in part the need to enrich the pre-medical training required by the new School of Medicine.

As student enrollment increased from 313 in 1905 to 742 in 1927, there was



corresponding increase in the size of the faculty. Registration in religion, English, education, and the social sciences required more administrative direction, and a dean and a registrar were employed along with a library staff. Expansion of physical facilities included science laboratories, two new dormitories, an athletic field, a heating plant, and an infirmary. Propelled by the trend of the other colleges in the state, Wake Forest gave more attention to sports and achieved an envied reputation in baseball and football. Also notable during President Poteat's administration was the continued growth of the endowment. Through the efforts of Professor John B. Carlyle, \$117,000 was added, one-fourth of it contributed by the General Education Board of New York. Later a substantial gift was received from Benjamin N. Duke, and \$458,000 came from the Southern Baptist Convention.

Beyond these significant material advances, President Poteat brought distinction in the form of state and national recognition. A devout Christian, an eloquent speaker, and an accomplished scholar, he became a national leader in education and probably the foremost Baptist layman in the state. As a distinguished scientist he was among the first to introduce the theory of evolution to his biology classes. The Christian commitment in his personal and public life enabled him to defend successfully his views on evolution before the Baptist State Convention in 1924, in a major victory for academic freedom that attracted nation-wide attention. Through his influence and that of Wake Forest alumni who supported his view, the North Carolina Legislature refused to follow other Southern states in the passage of anti-evolution laws in the 1920s.

During the administration of Poteat's successor Francis Pendleton Gaines (1927-1930), the academic program strengthened. In 1930 the Trustees selected Thurman D. Kitchin, dean of the medical school, to fill the presidency. Kitchin was a member of a family prominent in state and national affairs: one brother, William W. Kitchin, had served as governor of North Carolina; another, Claude Kitchin, had served as majority leader in the United States House of Representatives. Kitchin's twenty-year administration was one of progress in the face of many obstacles — depression, destructive campus fires (one of which destroyed venerable Wait Hall), the disruption caused by World War II, and a depleted student body.

Notable accomplishments during this period were the approval in 1936 of the School of Law by the American Bar Association and in 1941 the removal of the School of Medicine to Winston-Salem, where it undertook full four-year operation in association with the North Carolina Baptist Hospital as the Bowman Gray School of Medicine, after the benefactor who made expansion possible.

World War II brought other changes. Although the College was able to remain open, enrollment dropped in 1942 to 474. The College met this crisis by modifying its century-old admissions policy and becoming a coeducational institution that year. In the post-war period, enrollment mushroomed with the return of the veterans and reached a peak of 1,762 by 1949. Just before World War II, a \$7,000,000 capital expansion campaign for buildings and endowment had been launched by President Kitchin. The war forced the postponement of construction, but out of the campaign came a proposal which offered another war-ridden Wake Forest an opportunity for yet another rebirth. The Z. Smith Reynolds Foundation

proposed that up to \$350,000 a year of its income be given in perpetuity to the College, provided that the entire College be relocated in Winston-Salem and that other friends of the College provide a campus site and buildings. In 1946 the Board of Trustees, the Convention, and the Baptist constituency of the state accepted the Reynolds proposal.

To move a more than 100-year old institution from its rural setting 110 miles to a new campus in an urban environment required leadership of great vision, determination, and youthful vigor. To succeed President Kitchin, who retired on his sixty-fifth birthday, the trustees in 1950 elected to the presidency Harold Wayland Tribble, then president of Andover Newton Theological School and a noted Baptist theologian. President Tribble immediately began to mobilize alumni and friends of the College, and the Baptist State Convention, in support of the great transition. The Convention adopted a nine-year program of increased annual support to all the Baptist colleges in the state and pledged funds for the building of Wait Chapel on the new campus. The Reynolds Foundation agreed to set aside for building its \$350,000 annual support until the move actually occurred, and from these funds the Z. Smith Reynolds Library was constructed. The Foundation also offered a \$3,000,000 challenge gift from which Reynolda Hall was built. The citizens of Winston-Salem and Forsyth County contributed the cost of Salem Hall, and the W. N. Reynolds Gymnasium was named after William Neal Reynolds, who contributed \$1,000,000 for its construction. A 320-acre campus site was provided by the late Charles H. Babcock and his wife Mary Reynolds Babcock.

Groundbreaking ceremonies were held in Winston-Salem on October 15, 1951, when a crowd of more than 20,000 watched President Harry Truman lift the first shovel of dirt to begin construction of the new Wake Forest campus. Between 1951 and 1956, fourteen buildings were erected; the removal of the College to its new home was accomplished in time for the opening of the summer session in 1956.

In the next eleven years of President Tribble's administration the College experienced many changes. It had revised its curriculum before coming to the new campus, offering greater flexibility to students, whose number increased to 3,022. The size of the faculty rapidly expanded, reducing the student/teacher ratio to fourteen-to-one. The campus was further expanded with the erection of Winston Hall in 1961, a new women's residence hall in 1962, and Tribble Hall, a general classroom building, in 1963. Groves Stadium, seating 31,000, was completed in 1968.

Additional resources came to the College in its new home. In 1954 the will of Colonel George Foster Hankins provided over \$1,000,000 to be used for scholarships. In 1956 the Ford Foundation contributed \$680,000 to the endowment of the School of Arts and Sciences and \$1,600,000 to the Bowman Gray School of Medicine. At the time of the removal of the College, the Z. Smith Reynolds Foundation increased its annual support from \$350,000 to \$500,000. After the completion of a challenge gift of \$3,000,000 offered in 1965, the Foundation raised its annual contribution to \$620,000. The holdings of the University's libraries more than tripled, and the Z. Smith Reynolds Library was awarded the income from an endowment fund of \$4,500,000 contributed by the Mary Reynolds Bab-

cock Foundation and Mrs. Nancy Reynolds.

Graduate work, first offered in 1866 but suspended during the removal program, was resumed in 1961 with the establishment of a Division of Graduate Studies. In 1967, recognizing the augmented resources of the College, the Trustees officially changed the institution's name to Wake Forest University. The Division of Graduate Studies became the Graduate School and the name Wake Forest College was retained as the designation for the undergraduate school.

After seventeen years of strenuous effort, President Tribble retired in 1967, leaving as his lasting memorial the removal of the College from Wake Forest to Winston-Salem and its changed status from College to University, with enhanced resources and academic distinction. As his successor the Trustees chose James Ralph Scales, former president of Oklahoma Baptist University and former dean of arts and sciences at Oklahoma State University. Since his administration began there have been important new developments. The Guy T. and Clara H. Carswell Scholarship Fund, valued at \$1,600,000, was established to undergird the undergraduate college. The undergraduate School of Business Administration was made a Graduate School of Management in 1969 and named in honor of Charles H. Babcock; through the generosity of the Z. Smith Reynolds Foundation and Mrs. Nancy Reynolds, a new building was constructed to house the Babcock School. A subsequent gift of \$2,000,000 was received from the Mary Reynolds Babcock Foundation for endowment. The Fine Arts Center was completed in 1976, offering unparalleled facilities for studio art and theatre. Its building marks a major phase of the College's growth in comprehensive liberal arts education.

Complementing this material growth, Wake Forest has expanded its curriculum to offer study for the baccalaureate degree in over thirty areas: accountancy, anthropology, art, biology, business, chemistry, classical studies, economics, education, English, French, German, Greek, history, Latin, mathematical economics, mathematics, mathematics-business, mathematics-biology, music, philosophy, physical education, physics, politics, psychology, religion, Romance languages, sociology, Spanish, speech communication, and theatre arts. In addition, instruction is given in Asian studies, interdisciplinary humanities, Chinese, Hebrew, Hindi, Italian, Norwegian, Russian, and military science. Also available are combined curricula in law, medical sciences, medical technology, microbiology, dentistry, engineering, forestry, and the physician assistant program.

The academic calendar is designed for controlled flexibility in undergraduate study. There is a fifteen-week fall semester, a four-week January term, a spring semester offering both fifteen- and eleven-week courses, and two summer terms of five and a half weeks each. Exchange programs with Salem College in Winston-Salem and with universities abroad have further expanded the student's range of choice and opportunity. In addition, Wake Forest maintains residential centers in Venice and London for foreign study within the College curriculum. As a mark of increased academic stature, the William Rand Kenan Foundation in 1970 established the first fully endowed University professorship at Wake Forest. It is held by Kenan Professor of Humanities Germaine Bree.



Buildings and Grounds

Wake Forest is situated on approximately 320 acres; its physical plant consists of over thirty buildings, most of which are of modified Georgian architecture and constructed of Old Virginia brick trimmed in granite and limestone. The Reynolda Gardens annex, consisting of about 150 acres and including Reynolda Woods, Reynolda Village, and Reynolda Gardens, is adjacent to the campus. Nearby is the Graylyn Estate, maintained on an additional fifteen acres as a conference and study center by the University.

Wait Chapel is named in memory of the first president of the College. Its main auditorium seats 2,300 and is the home of Wake Forest Baptist Church; *Davis Chapel* seats 150 and is used by the Church and by the College for smaller services. *Wingate Hall*, named in honor of President Washington Manly Wingate, houses the Department of Music, the Department of Religion, and the offices of the Church.

Reynolda Hall, across the main plaza from Wait Chapel, is an administration building and student center. Most administrative offices for the Reynolda Campus are located in it, along with the College Union and other student activities. The *Z. Smith Reynolds Library* houses the main collection of books and documents on the Reynolda Campus. Along with six floors of open stacks with a capacity for about 1,000,000 volumes, it has reading and reference rooms for study.

Winston Hall houses the Departments of Biology and Psychology; *Salem Hall* the Departments of Chemistry and Physics. Both buildings have laboratory as well as classroom and special research facilities. *Harold W. Tribble Hall* accommodates the humanities and social science departments and has a curriculum materials center, an honors seminar room, a philosophy library and seminar room, and a larger lecture area, DeTamble Auditorium, with an adjacent exhibition gallery. Instruction in mathematics, business, and accountancy is carried out in Charles H. Babcock Hall, which also houses the Babcock Graduate School of Management. The School of Law occupies *Guy T. Carswell Hall*.

The *Fine Arts Center* is of contemporary design appropriate to the functions of studio art, theatre, and instruction in art history and drama. Off its lobby is a large gallery for special exhibitions. In the art wing are spacious studios for drawing, painting, sculpture, and printmaking, along with a smaller gallery and classrooms. In the theatre wing are design and production areas and two technically complete theatres, the larger of traditional proscenium design and the smaller for experimental ring productions. The lobby and an open court are also used for student theatre.

The *W. N. Reynolds Gymnasium* is equipped with classrooms for instruction in physical education, courts for basketball and other indoor sports, a swimming pool, and offices for the Department of Physical Education, intercollegiate athletics for men and women, and military science. Adjacent are tennis courts, sports fields, and a track. Nearby is a new indoor tennis center. An indoor track and field center is under construction.

There are four main residence halls for undergraduate men: *Kitchin House*, *Poteat House*, *Davis House*, and *Taylor House*. For women there are four residence

halls on the lower plaza of the campus: *Bostwick*, *Johnson*, *Babcock*, and *New Dormitories*. Just off the main campus are twelve apartment buildings for faculty and married students. A townhouse apartment building has been completed.

Purpose

The most recent formally adopted statement of the purposes and objectives of the University includes the following: "As an institution founded by the Baptist State Convention of North Carolina, Wake Forest University seeks to shape its goals, policies, and practices by Christian ideals. It seeks to help its students become mature, well-informed, and responsible persons. . . . These purposes underlie the total academic program of the University. Through them the University seeks to prepare its students for careers in teaching, the ministry, law, medicine, business, research, and other professions."

The special mission of the College, operating within the framework of these principles, is to educate the total man and woman within the limits and capacities of individual talent, preparation, and interest. The College is neither a preparatory school for academic deficiencies nor a professional school for vocational training. In tradition and design it is an institution of liberal arts where athletic, artistic, and social activities are fostered on a firm foundation of education in the humanities, the social and natural sciences, and mathematics.

Proud of its heritage and circumspect in the responsible use of freedom, the College encourages the spirit of free inquiry. It seeks faculty and administrators who have a commitment to the search for knowledge, who have an awareness of their own responsibilities as useful citizens in a free society, and who have a sense of obligation to the students who will help shape tomorrow. It invites applicants who are willing to accept the challenge of new ideas, with a commitment to education as the means of achieving their own personal development and of helping to solve the problems of an increasingly complex society. It believes that all students should know something of the physical world and the scientific method by which data are gathered, verified, and organized; that they should be knowledgeable about the social relationships which make up the adult world; that they must cultivate the heritage of the past and be concerned for spiritual, moral, and physical development; and that as graduates they should be able to communicate effectively in all areas with their fellow men and women. It instills in men and women a sense of the dignity and worth of the individual, a love of freedom, an awareness of the continuity of human experience, and a sense of responsibility to others.

Administration

The College is administered by the Provost, who is the chief academic officer of the University; by the Dean of the College, who is responsible for academic planning and administration in all areas of undergraduate life; by an Associate and Assistant Dean, who supervise academic counseling; by a Dean of Men and Dean of Women, who advise residential, social, and cultural life; and by the committees of the faculty listed in this bulletin.

Student Life

Student government in the College has executive, legislative, and judicial functions. The student-operated College Union plans, directs, and funds social and entertainment activities. Social fraternities for men are governed by an Interfraternity Council, and societies for women by an Intersociety Council. A Men's Residence Council and Women's Residence Council are open to all students who live on campus. There are chapters of the major honor societies and professional societies for qualified students, and a number of academic awards made by the University for distinguished student achievement and service. In addition, there are service fraternities and groups which, like the College Union, are operated by students. Intercollegiate athletics for men and for women and an intramural sports program are strong, distinguished by tradition and by performance. Religious and cultural activities are central to the life of the College and similarly distinctive. The University offers a number of additional services to students relating to their physical and mental health, spiritual growth, and preparation for professional life.

Student Government

The executive branch of the student government is comprised of the four student body officers — president, vice president, secretary, treasurer — and the executive advisory committees. Reporting directly to the officers are various committees which work on improving service to students. These committees are open to all students who wish to serve.

Student Legislature. The Student Legislature is composed of fifty-five student representatives; the vice president of the student body serves as speaker. The Legislature represents the interests of students in social and academic matters and promotes and funds projects of benefit to the student body and the larger community. It oversees the dispensation of funds to student groups and recommends the chartering of newly formed student organizations. Major committees are the Charter Committee, the Student Budget Advisory Committee, and the Student Economic Board.

Honor Council and Judicial Board. Responsibilities for the judicial branch are divided between an Honor Council and a Judicial Board. The Honor Council consists of ten members — two co-chairmen selected by the Honor Council of the previous year plus two representatives from each class. There are three non-voting faculty advisers.

Honor System. The honor system is an expression of the concern that students be motivated by ideals of honor and integrity. It is an integral part of the student government of the College as adopted by students and approved by the faculty. Its essence is that each student's word can be trusted implicitly and that any violation of a student's word is an offense against the whole student community. The honor system binds students neither to give nor receive aid on any examination, quiz, or other pledge work; to have complete respect for the property rights

of others; not to give false testimony or refuse to pay just debts; and to confront any student who has violated the honor system and tell him or her that it is his or her responsibility to report himself or herself or face the possibility of being reported to the Honor Council.

It is the duty of the Honor Council to receive, prefer, investigate, and arrange trial proceedings in all charges of violations of the honor system. If a student is found guilty of cheating, the minimum penalty is a recommended grade of F for the course and a probation period; the maximum penalty is expulsion. The minimum penalty for stealing, plagiarism, interfering with the Honor Council, or refusing to pay just debts is probation; the maximum penalty is suspension on the first offense, after which expulsion may occur. All actions of the Council are reported to the Dean of the College.

Any student convicted of violating the honor code is ineligible to represent the University in any way until the period of punishment, whether suspension, probation, or another form, is completed and the student is returned to good standing. A student who has been suspended can be readmitted to the College only on the approval of the faculty or its Committee on Academic Affairs. During the period of suspension the student cannot be certified to another institution as being in good standing.

Students enforcing the honor system protect the integrity of their student community and their individual rights and reputations. They enjoy the confidence of one another, the faculty, the administration, and the public.

The Judicial Board is composed of twelve members, at least three men and three women, who are elected at large from the student body. It is the duty of the Board to receive, prefer, and try all charges of social misconduct and violations of University rules and regulations for individual students as well as student organizations not covered by the Honor Council, the Board on Housing Contracts, or the Traffic Appeals Board. A student who violates these regulations or who behaves in such a way as to bring reproach upon himself or herself or upon the University is subject to penalties ranging from verbal reprimand to suspension on the first offense, only after which expulsion may occur.

College Union

Under the Director of the College Union there are meeting and recreation rooms, lounges, offices for student organizations, a snack shop, and a coffee house. The Union also operates an information center, a lost and found service, music listening facilities, and a Western Union station. The Office of Student Activities is responsible for scheduling activities, assisting student organizations, and providing supporting equipment and services. The College Union Board of Directors, representing all undergraduate and graduate students, cooperates with the Union staff in daily operations and supervises the efforts of a large body of student volunteers who develop and present programs.

Men's Residence Council

The Men's Residence Council is open to all residents and encourages students

toward a comprehensive concept of education, on the principle that learning is not restricted to the confines of the classroom but occurs in important way through interaction with fellow students and faculty in residence hall life. Each house has its own officers and carries out its own academic, athletic, and social programs to provide all students with an opportunity to become actively involved in College life.

Women's Residence Council

The Women's Residence Council is also concerned with nurturing a comprehensive concept of education. Occasions are provided for through discussion and social and sports events. The Women's Residence Council officers are elected by students living in the four residence halls on the lower plaza of the campus.

Interfraternity Council

The Interfraternity Council is the governing body of eleven social fraternities, all of which are located on campus: Alpha Sigma Phi, Delta Sigma Phi, Kappa Alpha, Kappa Sigma, Lambda Chi Alpha, Omega Psi Phi, Pi Kappa Alpha, Sigma Chi, Sigma Phi Epsilon, Sigma Pi, Theta Chi. It endeavors to maintain a high standard of conduct and scholarship. (By order of the faculty, students who are on probation for any reason may not be initiated into any fraternity until the end of their probationary period.)

Intersociety Council

The Intersociety Council is the governing body of six societies for women, in each of which membership is selective: Fideles, SOPH, STEPS, Strings, Thymes and Rigels.

Honor Societies and Professional Fraternities

A number of nationally affiliated honor societies have been established: Alpha Epsilon Delta (pre-medicine), Beta Beta Beta (biology), Delta Kappa Alpha (ministry), Delta Phi Alpha (German), Delta Sigma Rho-Tau Kappa Alpha (debate), Eta Sigma Phi (classics), Gamma Sigma Epsilon (chemistry), Kappa Mu Epsilon (mathematics), Lambda Alpha (anthropology), National Collegiate Players and Anthony Aston Society (drama), Omicron Delta Epsilon (economics), Pershing Rifles (military), Phi Alpha Theta (history), Phi Sigma Iota (Romance languages), Pi Gamma Mu (social science), Rho Tau Sigma (radio), Scabbard and Blade (military), Phi Beta Kappa, Omicron Delta Kappa, and Mortar Board. There are student sections of the American Institute of Physics and the American Chemical Society. Professional fraternities include Phi Alpha Delta and Phi Delta Phi (law), Phi Epsilon Kappa (physical education), and Phi Mu Alpha Sinfonia (music). There are also chapters of the national service fraternity Alpha Phi Omega and Circle K.

Academic Awards

In addition to Phi Beta Kappa, Omicron Delta Kappa, Mortar Board, and other distinctions, the following awards are made annually: the *A. D. Ward Medal* for the senior making the best address at commencement; the *F. B. Currin Medal* for the best oration on the topic "Christ in Modern Life"; the *D. A. Brown Prize* to the student whose writing most merits recognition; the *M. D. Phillips Prize* to the outstanding senior in Greek or Latin; the *John Y. Phillips Prize* to the outstanding senior in mathematics; the *H. Broadus Jones Award* to the student whose paper shows greatest insight into the works of Shakespeare; the *Tom Baker Award* in publications to the senior who has made the most outstanding contribution to student publications; the *Tom Baker Award* in debate to the senior who has made the most outstanding contribution to intercollegiate debate; the *Ruth Foster Campbell Award* to the student whose ability in the Spanish language and spirit of joyful inquiry into Spanish culture have been most outstanding; the *Forrest W. Clonts Award* to the outstanding senior in history; the *Claud H. Richards Award* to the outstanding senior in politics; the *John Allen Easley Medal* to the outstanding senior in religion; the *Lura Baker Paden Medal* to the outstanding senior in business; the *Wall Street Journal Medal* and a year's subscription to the *Journal* to the outstanding senior in finance; the *A. M. Pullen and Company Medal* to the senior with the highest achievement in accounting; the *William E. Speas Award* to the outstanding senior in physics; the *Carolina Award* to the major in biology who writes the best paper on a subject selected by the national biology society; the *Biology Research Award* to the major in biology who does the best piece of original research; the *Poteat Award* to the student in first year biology who plans to major in biology and is judged most outstanding.

Intramural Athletics

Through the Department of Physical Education, the College fosters the fullest possible participation by students in sports and recreational activities which have life-long, health-enhancing value. Performed by residence halls, fraternities, societies, and independent groups, these include soccer, rugby, football, basketball, baseball, track and field, tennis, swimming, wrestling, boating, hiking, rappelling, and general conditioning.

Intercollegiate Athletics for Men

Under the Director of Athletics, Wake Forest is a member of the Atlantic Coast Conference of the National Collegiate Athletic Association and participates in intercollegiate football, basketball, baseball, golf, tennis, swimming, cross country, and track. Under the military science staff there is also an intercollegiate program in riflery. There are club teams in soccer and gymnastics.

The full scholarship allowed by the National Collegiate Athletic Association covers tuition, fees, room, board, books, and \$15 a month for incidental expenses. Wake Forest offers several special scholarships and awards: the *Brian Piccolo Award* for the player judged by the coaching staff to best exemplify the qual-

ities of Brian Piccolo during the annual North Carolina game; the *Brian Piccolo Scholarship* for the Chicago-area high school player entering Wake Forest who best exemplifies the qualities of Brian Piccolo; the *Arnold Palmer Award* for the Wake Forest Athlete of the Year, as judged by the Monogram Club for athletes; the *Buddy Worsham Scholarship* for one or more golfer; the *John R. Knott Scholarship* for one or more golfer.

Intercollegiate Athletics for Women

Under the Director of Women's Athletics, Wake Forest is a member of the Association of Intercollegiate Athletics for Women and participates in basketball, field hockey, golf, tennis, volleyball, track, and cross country. In addition, women are eligible for the intercollegiate swimming team.

The full scholarship allowed by the Association of Intercollegiate Athletics for Women covers tuition and fees. Wake Forest offers scholarships for women in golf, tennis, basketball, and volleyball.

Religious Activities

Under the University Chaplain, whose assistant is Director of the Baptist Student Union, Davis Chapel is the place for weekly worship services for students and others. In addition to seasonal celebrations throughout the liturgical year, there are retreats, Bible-study and discussion groups, and both independent and church-related social service in the larger community. There are visiting chaplains for Methodist, Presbyterian, Lutheran, Episcopalian, and Catholic students. Catholic mass is said regularly in Davis Chapel. Wake Forest Baptist Church meets for weekly worship in Wait Chapel and embraces students, faculty, and members of the larger community. Membership is open without restriction to all who seek its ministry.

Cultural Activities

Under the Director of Theatre, students perform at least five major productions and several lab plays annually, employing faculty, student, and visiting professional directors. Under the Director of Radio, WFDD-FM broadcasts year-round to the campus and Piedmont North Carolina as an affiliate of National Public Radio. In addition to student announcers and technicians, it has a small professional staff. Intercollegiate debate at Wake Forest has a long record of excellence and the College hosts two annual debate tournaments, the Novice and the Dixie Classic.

Student publications include *Old Gold and Black*, a weekly newspaper; *The Student*, a quarterly magazine; and the yearbook *The Howler*. *Challenge* is a student-initiated biennial symposium on contemporary affairs which attracts major speakers around a central theme of national importance. In addition, the College Union sponsors a major speakers series throughout the academic year, and departments in the College engage specialists for other series. The *Institute of Literature* is a program of writers, critics, and scholars in English, classical languages,



German, and Romance languages. The *Hester Philosophy Seminar* is an annual colloquium devoted to the major problems of philosophy and their impact on the Christian faith and is a joint undertaking of the Department of Philosophy and the Ecumenical Institute. The *Robinson Lectures* are held biennially and are administered by the Department of Religion. The Department of Psychology sponsors a colloquium series throughout the academic year.

Student musicians perform for academic credit in the Choral Union, the Concert Choir, the Opera Workshop, the University Symphony, the Demon Deacons Marching Band, the Symphonic Wind Ensemble, the Concert Band, the Varsity Pep Band, two Jazz Ensembles, the Percussion Ensemble, the Woodwind Quintet and the Brass Quintet. Under the Director of the Artist Series, five major concerts are performed annually in Wait Chapel by leading orchestras and artists from around the world. The Chamber Music Series at Reynolda House offers programs by individual chamber artists and smaller ensembles. The Department of Music also sponsors performances by visiting artists in Wingate Hall and at Reynolda House.

In addition to studio instruction in the Department of Art, visiting painters, sculptors, and printmakers teach on campus and at the nearby Southeastern Center for Contemporary Art, sponsored jointly by the University and the Center. Reynolda House has a regular program of instruction in art history related to its special collection in American art. The College Union has an expanding collection of contemporary works of art, under student administration and exhibited in Reynolda Hall and elsewhere on campus. The T. J. Simmons Collection of paintings, etchings, lithographs, and sculpture is also distributed for permanent campus display. An active group of student photographers exhibits its own work as well as that of professional photographers in the gallery adjacent to DeTamble Auditorium. Cultural resources in the community, beyond nearby Reynolda House and the Southeastern Center for Contemporary Art, include the historic restored Moravian village of Old Salem, the Museum of Early Southern Decorative Arts, the North Carolina School of the Arts and its associated professional performing companies in theatre, dance, and music, and the Winston-Salem Symphony and Chorale. Folk art, professional art, and crafts fairs are frequent.

Psychological Services

Located in Efrid Hall, the Center for Psychological Services offers counseling and personal testing on both an individual and a group basis. There is no charge to students in the College.

Placement and Career Development

Located in Reynolda Hall, the Office of Placement and Career Development offers advice and reference on professional aptitude, interviewing and job application, and job availability for students at all levels. It assists seniors looking for employment after receiving their degrees. There is no charge to students in the College.



Procedures

All students are responsible for familiarizing themselves with the portions of this bulletin which pertain to their course of study. Statements concerning courses and expenses are not regarded as irrevocable contracts between the student and the institution. The University reserves the right to change the schedule of classes and the cost of instruction at any time within the student's term of residence.

Admission

Candidates for admission must furnish evidence of maturity and educational achievement. The Committee on Admissions carefully considers the applicant's academic records, scores on tests, and evidence of character, motivation, goal, and general fitness for college. The secondary school program of the applicant must establish a commitment to the kind of broad liberal education reflected in the academic requirements of the College.

Admission as a freshman normally requires graduation from an accredited secondary school with a minimum of sixteen units of high school credit. These should include four units in English, three in mathematics, two in history and social studies, two in a single foreign language, and one in the natural sciences. An applicant who presents at least twelve units of differently distributed college preparatory study can be considered. A limited number of applicants may be admitted without the high school diploma, with particular attention given to ability, maturity, and motivation.

Application

An application is secured from the Office of Admissions in person or by mail (7305 Reynolda Station, Winston-Salem, North Carolina 27109). It should be completed and returned to that office, if possible no later than February 1 for the fall semester. Most admissions decisions for the fall semester are made between January 15 and March 1, with prompt notification of applicants. For the spring semester application should be completed and returned, if possible, no later than October 15. Except in emergency the final date for applying for the fall semester is August 5 and for the spring semester January 1. Application on this late-date basis is primarily for non-residential students.

The admission application requires records and recommendations directly from secondary school officials. It also requires test scores, preferably from the senior year, on the Scholastic Aptitude Test of the College Entrance Examination Board. An accompanying Achievement Test is optional. A \$15 fee to cover the cost of processing must accompany an application. It cannot be applied to later charges for accepted students or refunded for others. The University reserves the right to reject any application without explanation.

A \$100 admission deposit is required of all students accepted and must be sent to the Office of Admissions no later than three weeks following notice of acceptance.

ance. It is credited toward first semester fees and will be refunded in the event of cancellation of application by the student, provided written request for refund is received by the Office of Admissions no later than May 1 for the fall semester or November 1 for the spring semester. (Students notified of acceptance after May 1 for the fall semester should make the admission deposit within two weeks of notification.) Deposits made after May 1 and November 1 are not refundable. Failure to make the admission deposit is taken as cancellation of application by the student. No deposit is required for summer session enrollment only.

Early Decision

An Early Decision plan is available to well qualified high school students who decide by the close of their junior year that their first college choice is Wake Forest. An Early Decision agreement is required with the application, which is sent to the Office of Admissions after completion of the junior year or by late October of the senior year. Along with high school record, recommendations, and scores on the Scholastic Aptitude Test, one or more Achievement Test, especially an English composition, is strongly recommended.

Early Decision applicants are notified of acceptance no later than November 1 for the fall semester, and the admission deposit is required by January 1. Applicants not admitted will be asked to submit a senior year Scholastic Aptitude Test score and first semester senior year grade record, or be advised to apply elsewhere.

Advanced Placement

Advanced Placement credit for college level work done in high school is available on the basis of the Advanced Placement Examination of the College Entrance Examination Board and supplementary information. Especially well qualified applicants for advanced standing may also be exempted from some basic courses with credit on the authorization of the department concerned. Credit by advanced standing is computed as credit transferred from another college.

Equivalent preparation credit for experience since or outside high school is also available, in specific areas and under specified limitations, through the College Level Examination subject tests of the Educational Testing Service. Especially well prepared applicants for equivalency credit may receive limited college credit by examination on the authorization of the department concerned.

Transfer Credit

The number of transfer students who can be admitted each year depends upon the availability of space in the sophomore and junior classes. An applicant for admission who has attended another college must be a graduate of a standard junior college or furnish a certificate of honorable dismissal stating eligibility in all respects to enter the college last attended, and must have an overall average of at least C on all college work attempted. A student who is admitted from another college before fully meeting the prescribed admissions requirements for entering

freshmen must remove the entrance conditions during the first year at Wake Forest.

Courses satisfactorily completed in other accredited colleges are accepted subject to faculty approval. In general, no credit is allowed for courses not found in the Wake Forest curriculum. All credits allowed for advanced standing are held in suspense until the candidate has spent one term in residence. The minimum residence requirement for a baccalaureate degree is two academic years, the senior and one other.

Tuition and Fees

Statements concerning expenses are not to be regarded as forming an irrevocable contract between the student and the University.

The costs of instruction and other services outlined herein are those in effect on the date of publication of this bulletin, and the University reserves the right to change without notice the cost of instruction and other services at any time.

An admission deposit of \$100, which is applied toward tuition and fees for the semester for which the student has been accepted, is required to complete admission. Charges are due in full on August 1 for the fall semester and December 1 for the spring semester. Faculty regulations require that student accounts be settled in full before the student is entitled to receive a grade report, transcript, diploma, or to register for the following semester or term.

The following charges apply for students in the College during the academic year: students enrolled for three or more credits — \$2,750; students enrolled for fewer than twelve credits — \$85 per credit.

Students enrolled in the College for full-time residence credit are entitled to full privileges regarding libraries, laboratories, athletic contests, student publications, the College Union, the University Theatre, the University Artists Series and the University Health Service. Part-time students are entitled to the use of the libraries and laboratories but not to the other privileges mentioned above. They may secure a part-time student ID card, admission to games and concerts and student publications by paying an activity fee of \$50 per semester.

Incidental charges include the following: vehicle registration of \$30 per year; applied music fees for students enrolled in individual instruction; University Hospital bed and board charges, which range from \$20 to \$30 per day (student insurance to cover these charges is privately available for about \$70 per year); refundable key deposit of \$5 for residence hall rooms; a late registration fee of \$10; a room change fee for \$5 for authorized changes and \$20 for unauthorized changes; traffic fines of \$2 for each parking violation; a special examination fee of \$2.50 for each special examination to remove a course condition; library fines as assessed; residence hall damage fees as assessed; a transcript charge of \$1 for each transcript of a student's record issued; and a graduation fee of \$20 charged to all candidates for degrees. A reservation deposit of \$100 is required of all students registered for the spring semester who plan to register for the following fall semester; it is applied toward tuition and fees for the fall semester.

During the academic year, all students, full- and part-time, receive tuition and

ends according to the following. This policy applies to students dropping courses as well as to those withdrawing. Withdrawals must be official and students must turn in their ID cards before claiming refunds.

Number of Weeks Attendance	Percentage of Total Tuition to be Refunded
1	Total Tuition
2	75 percent
3	50 percent
4	25 percent

Vehicle Registration

All students residing or operating a vehicle on campus (including student apartments and the Graylyn Estate) must register vehicles they are operating day or night, whether or not owned by the operator.

All vehicle registrations must be completed within twenty-four hours from the first time the vehicle is brought to campus.

Housing and Food Services

Residence Halls. All unmarried freshmen students are required to live in residence halls, except (1) when permission is granted by the Dean of Men or the Dean of Women for the student to live with parents or a relative in the Winston-Salem area or (2) by special arrangement when space is not available on campus or (3) the student has lost residence hall space because of a room contract violation. Married students are not usually allowed to live in residence halls except when permitted by the Dean of Men or the Dean of Women. Residence halls are supervised by the Director of Housing, the Directors of Residence Life, head residents, and assistants under the direction of the Dean of Men and the Dean of Women.

The following charges per year apply for each student in the residence halls: in Hitchin House, Poteat House, Davis House, Taylor House, Huffman Hall, and Bird Hall, \$340 for triple rooms, \$400 for small double rooms, \$440 for large double rooms, and \$570 for single rooms; in Johnson and Bostwick Dormitories, \$460 for double rooms and \$570 for single rooms; in Babcock Dormitory, \$540 for double rooms and \$570 for single rooms; in New Dormitory, \$600 for double rooms; in each of four townhouse apartments, \$600 per occupant; at Graylyn Estate, \$580-\$680 per occupant. For each of fifty-six married student apartments the charge is \$90 per month.

Food Services. A cafeteria, soda shop, and table service dining room are located in Reynolda Hall on the Reynolda Campus. Meals may be purchased individually or under an optional board plan. The approximate yearly cost individually is \$700-\$800. The contractual board plan reduces cost by about one-fifth.

Health Service

Full-time students in the College are entitled to the services of the University Health Service. Using the required pre-admission medical report from the student's physician, the student's health is evaluated; treatment is recommended, and, where possible, performed in the clinic. The facilities and staff of the Bowman Gray School of Medicine, the North Carolina Baptist Hospital, the Forsyth Memorial Hospital, and others are also used if needed. The Health Service works closely with the Center for Psychological Services on mental health problems.

Located in Kitchin House, the clinic has a minimum charge for medication and laboratory tests; none is made for office visits for illness or injuries. Charges are made for University Hospital in-patient care. When it becomes necessary to refer patients to specialists or for studies elsewhere all costs must be assumed by the patient.

North Carolina State Law states that "any minor age eighteen or older may contract for medical services for himself or his child." This means that all medical information and all contacts between the student and the Health Service are confidential and cannot be revealed to anyone, *including parents and administration* without the consent of the patient if he or she has reached eighteen years of age.

Orientation and Advising

A three-day orientation period for new students in the College precedes registration for the fall semester. An academic adviser who is either a member of the faculty or an upperclassman in the peer-advising program provides guidance during and between registration periods throughout the student's freshman and sophomore years. Meetings with advisers are both in groups and individual and are initiated both by the adviser and the student. The adviser suggests and approves courses of instruction until the student declares a major in a field of study at the end of the sophomore year. At that time a new adviser is assigned from the department or departments concerned.

Registration

A two-day registration period for all students in the College opens the fall semester and the spring semester. Registration involves (1) payment of all tuition and fees in full to the Treasurer, (2) obtaining a summary of prior record from the Registrar, (3) consultation with the academic adviser, (4) sectioning of classes with departmental representatives, and (5) verification of registration cards with class schedules by the Registrar.

Classification

Classification of students by class standing and as full-time or part-time is calculated in terms of credits. Most courses in the College have a value of four credits, but others vary from one credit to five. The normal load for a full-time student is eighteen credits per semester; a slightly heavier load is permitted under certain circumstances. Twelve credits per semester constitutes minimum

Full-time registration without specific permission to register as a part-time student. (Recipients of veteran benefits, grants from state government, and other governmental aid must meet the guidelines of the appropriate agencies.) For the January term the normal load is one four-credit course; with the academic adviser's approval a student may also register for one fifteen-week course concurrently.

Class Attendance

Attendance regulations place the responsibility for class attendance on the student, who is expected to attend classes regularly and punctually. One of the most vital aspects of the residential college experience is attendance in the classroom; its value cannot be fully measured by testing procedures alone. Students are considered sufficiently mature to appreciate the necessity of regular attendance to accept this personal responsibility, to demonstrate the self-discipline essential for such performance, and to recognize and accept the consequences of failure to attend. The instructor is privileged to refer to the Dean of the College for suitable action students who are deemed to be causing their work or that of the class to suffer because of absence or lateness. Any student who does not attend classes regularly or who demonstrates other evidence of academic irresponsibility is subject to such disciplinary action as the Executive Committee may prescribe, including immediate suspension from the College.

The Office of the Dean of the College maintains a list of students who have been absent from class because of illness certified by the University Health Service, because of other extenuating circumstances, or as authorized representatives of the College whose names have been submitted by appropriate officials forty-eight hours in advance of the hour when the absences are to begin. Such absences are considered excused and a record of them is available to the student's instructor upon request. The instructor determines whether work missed can be made up.

Auditing

Full-time students in the College may audit classes without charge. For others the fee is \$60 per course. The permission of the instructor is necessary for all audits, as well as that of the Dean of the College for those other than full-time students. Auditors are listed with regularly registered students on class rolls and are subject to attendance regulations and to other conditions imposed by the instructor. A notation of audit may be made on the final grade report and entered on the record of a regularly enrolled student. An auditor receives no grade in or credit for the course.

Dropping

A student who wishes to drop a course before the last date approved must consult with the academic adviser and the Registrar. After the approved date the student must consult with the academic adviser, the instructor for the course, and

the Dean of the College. With the approval of the Dean of the College, a failing grade is usually assigned for a course dropped after the approved date. For a course dropped without prior written approval of the Dean of the College, the student is subject to academic probation for the following semester or other penalties imposed by the Committee on Academic Affairs.

Withdrawal

A student who finds it necessary to withdraw from the College must do so through the Office of the Dean of the College. With the approval of the Dean of the College, no grades are recorded for the student for that semester, but the student's standing in courses at the time of withdrawal is taken into consideration when readmission is sought. If withdrawal is for academic reasons, failing grades may be assigned in all courses in which the student is doing unsatisfactory work. A student who leaves the College without officially withdrawing is assigned failing grades in all current courses, and the unofficial withdrawal is recorded.

Examinations

Final examinations are given at regularly scheduled times. All examinations are conducted in accordance with the honor system adopted by the student body and approved by the faculty. Under it the student is expected to refrain from unfairness in any form and to report to the Honor Council any student he or she knows to be cheating. Examinations are turned in with a signed statement that no aid has been given or received.

Grading

For most courses carrying undergraduate credit there are five final and two conditional grades: A (exceptionally high achievement), B (superior), C (satisfactory), D (passing but unsatisfactory), E (conditional failure), F (failure), and I (incomplete).

Grade of E. The grade of E entitles the student to reexamination at any regular examination period within a year, or during the first week of the fall semester. A permit for reexamination must be obtained in advance from the Registrar, and a grade higher than D may be assigned as a result of reexamination. A student who does not remove a conditional failure by reexamination must repeat the course to obtain credit for it.

Grade of I. The grade of I may be assigned only when because of illness or some other emergency a student does not complete the work of the course. A student who does not remove an incomplete within thirty days after the beginning of the following semester of study receives a grade of F for the course.

Grade Points. Grades are assigned grade points for the computation of academic averages, class standing, and eligibility for continuation, as follows: for each credit of A, four points; for each credit of B, three points; for each credit of C, two points; for each credit of D, one point; for each credit of E or F, no point.

The grade point average is calculated by dividing the number of grade points earned by the total number of credits attempted, whether passed or failed.)

Pass/Fail. Courses taken for Pass/Fail earn full credit if passed but are not computed in the grade point average. A student may count toward the degree no more than twenty-four credits taken Pass/Fail and must indicate at the time of registration if a course is being taken Pass/Fail. Except for certain January courses taught only Pass/Fail, a student may take no more than sixteen credits Pass/Fail, and no more than five in any given semester, during the junior and senior years only. A student may take Pass/Fail no course used to fulfill basic, divisional, or major requirements. Courses in the major not used for satisfying major requirements may be taken Pass/Fail only if the department does not specify otherwise.

Grade Reports and Transcripts

A mid-term report and a final report of grades are issued to students by the registrar in the fall and spring semesters. A final report of grades is issued at the end of the January term and each summer term.

Copies of a student's cumulative record are issued by the Registrar, but only on the written authorization of the student and payment of \$1 per transcript.

Dean's List and Graduation Distinctions

The Dean's List is issued by the Dean of the College at the end of the fall and spring semesters. It includes all full-time students in the College who have a grade point average of 3.0 or better for the semester and who have earned no grade below C during the semester.

Graduation distinctions are determined by the grade point system. A candidate for a degree from the College with a total average of not less than 3.80 for all courses attempted is graduated with the distinction *summa cum laude*. A candidate for a degree from the College with a total average of not less than 3.50 for all courses attempted is graduated with the distinction *magna cum laude*. A candidate for a degree from the College with a total average of not less than 3.00 for all courses attempted is graduated with the distinction *cum laude*.

Repetition of Courses

A student may not repeat for credit a course for which a grade of C or higher has already been received. When a student repeats a course previously passed, credit earned for the first attempt is deducted from the total credits earned but both grades are computed in the grade point average.

Requirements for Continuation

Students are responsible for knowing their academic status and whether they are meeting the minimum academic requirements for continuation in the College. Requirements for continuation are determined by the bulletin under which the student expects to graduate.

On the basis of their cumulative records at the end of the spring semester,



tudents are academically ineligible to enroll for the following fall (1) who have attempted fewer than fifty-four credits in all colleges and universities attended and have a total grade point average of less than 1.35 on work attempted for a grade in the College; (2) who have attempted as many as fifty-four but fewer than ninety-eight credits and have a total grade point average of less than 1.65 on work attempted for a grade in the College; (3) who have attempted as many as ninety-eight but fewer than 135 credits and have a total grade point average of less than 1.85 on work attempted for a grade in the College; (4) who have attempted 135 credits or more and have a total grade point average of less than 1.90 on work attempted for a grade in the College. Non-credit courses, courses taken Pass/Fail, and CLEP and Advanced Placement credit are not computed in the total grade point average.

Ordinarily, a student who is ineligible to continue in the College may attend the first summer term and if successful in raising the total grade point average to the required minimum may enroll for the following fall semester. The student may attend the second summer term if unsuccessful in the first, and if successful then may enroll for the following spring semester. If unsuccessful in meeting the minimum requirements by the end of the second summer term, the student may apply for readmission no earlier than the following summer session.

Under exceptionally extenuating circumstances beyond the control of the student, and after consultation with the Dean of the College, an appeal from the foregoing eligibility requirements may be considered by the Committee on Academic Affairs. The Committee on Academic Affairs may also suspend at the end of any semester or term any student whose record for that term has been unsatisfactory, particularly with regard to the number of courses passed and failed, or any student who has not attended class regularly or has otherwise ignored the rules and regulations of the College.

Requirements for Readmission

A student seeking readmission to the College must meet the minimum academic requirements for continuation. However a student who has not met the requirements (1) may apply for admission to the summer session only, (2) may apply for readmission after an absence from the College of at least a year and a half, (3) may apply for readmission after less than a year and a half if enrolled in another college or university, or (4) may apply for readmission if the failure to meet minimum requirements was due to exceptionally extenuating circumstances beyond the control of the student.

Probation

Any student who at the end of the fall semester does not have the required grade average by the end of the spring semester will be automatically on academic probation.

Any student who is placed on probation because of honor code or conduct code violations is placed on such special academic probation as the Committee on Academic Affairs imposes. The Committee on Academic Affairs may at any time

place on probation a student whose academic performance or social behavior is inconsistent with what the Committee deems to be in the best interest of the student or the College.

Any student convicted of violating the Honor Code is ineligible to represent the College in any way until the period of suspension or probation is completed and the student is returned to good standing. Students who are on probation for any reason may not be initiated into any fraternity until the end of their probationary period.

Senior Conditions

A candidate for graduation in the final semester who receives a grade of E in the previous semester may apply to the Registrar for reexamination thirty days after the opening of the final semester but not less than thirty days before its close. All conditions must be removed not less than thirty days before the end of the last semester or term of the student's graduation year. The name of a candidate who has a condition after that date is dropped from the list of candidates. A candidate who receives a grade of E in the final semester or term of the graduation year is not allowed reexamination before the next examination period.



Scholarships and Loans

The University is committed to the principle that any student admitted to the College who demonstrates financial need will receive assistance commensurate with that need.

By regulation of the Board of Trustees, all financial aid must be approved by the Committee on Scholarships and Student Aid. Applications should be requested from the Committee at 7305 Reynolda Station, Winston-Salem, North Carolina 27109. Scholarships supported by funds of the College are not granted to students enrolled in other schools of the University. To receive consideration for financial aid, the applicant must either be enrolled in the College or have been accepted for admission. The financial aid program comprises institutional, state, and federal scholarship, loan, and work funds. Full-time students are eligible to apply for any of these funds. Half-time students are eligible to apply for federal funds. Half- and part-time students are eligible to apply for limited institutional funds.

Need is a factor in the awarding of most financial aid, and each applicant must file a financial statement with the application for financial aid.

The Committee on Scholarships and Student Aid reserves the right to revoke financial aid for unsatisfactory academic achievement or for violation of University regulations or federal, state, or local laws. Since no financial aid is automatically renewable, application must be made each year well in advance of the beginning of the fall semester.

Scholarships

The following is a partial list of available scholarships:

The Alcoa Foundation Scholarship, donated by the Alcoa Foundation, is available to a freshman from the Piedmont area who is majoring in chemistry and is awarded on the basis of need for \$2,000.

The Alpha Phi Omega Scholarship, established by the Kappa Theta Chapter of Alpha Phi Omega, is made available in alternate years to a freshman who presents evidence of need and an excellent high school record for a minimum of \$200.

The Eliza Pratt Brown Scholarship, donated by the late Junius Calvin Brown of Madison, North Carolina in honor of his wife Eliza Pratt Brown, is used to assist needy, worthy, and deserving students from North Carolina, with preference given to students from the town of Madison and Rockingham County, for a maximum of \$2,000.

The J. G. Carroll Memorial Athletic Scholarship, donated in memory of J. G. Carroll, former associate professor of mathematics, is made to a deserving athlete who is not on a regular athletic scholarship, for a value of approximately \$100.

The Guy T. Carswell Scholarships, made possible by and established in honor of the late Guy T. Carswell and his wife Mrs. Clara Carswell of Charlotte, North Carolina, carry an annual value ranging from a minimum stipend of \$1,000 to a maximum stipend of \$4,000, with awards for more than \$1,000 determined on the

basis of need. A Carswell Scholar must be a student applying to the College who possesses outstanding qualities of intellect and leadership. Up to forty scholars are selected annually.

The James Lee Carver Scholarship, donated by Mrs. Jean Freeman Carver with her children James Lee Carver II and Elizabeth Jeanine Carver in memory of her husband James Lee Carver, is for deserving and promising students who demonstrate a need for financial assistance, with preference given to students from the Oxford Orphanage, for a value of approximately \$300.

The College Scholarships, in the amount of \$100 to \$2,750 each, are available to freshmen and upperclassmen presenting satisfactory academic records and evidence of need.

The O. B. Crowell Memorial Scholarship Fund, donated by Mrs. Louise T. Crowell of Hendersonville, North Carolina in memory of her husband O. B. Crowell, is awarded on the basis of character, need, and promise for a value of approximately \$600.

The Ernst & Ernst Scholarship, presented by Ernst & Ernst Certified Public Accountants to an outstanding accounting major designated by the accounting faculty, has a value of \$500.

The Lecausey P. and Lula H. Freeman Scholarship, donated by Mr. and Mrs. G. H. Singleton of Raleigh, North Carolina in memory of the parents of Mrs. Singleton, is available to a freshman, sophomore, or junior whose home is within the West Chowan Baptist Association of North Carolina, with preference given to Bertie County students, on the basis of need and ability. Residents of the Roanoke Association may be considered for the scholarship, which is renewable on the basis of need and ability except for the senior year, for a value of approximately \$200.

The James W. Gill Scholarship, donated by Mrs. Ruth R. Gill in memory of her husband James W. Gill, provides a scholarship for a deserving student, with preference given to students from Montgomery and Prince George Counties, Maryland, for a value of approximately \$600.

The Eugene Basil Glover Memorial Scholarship is awarded to an incoming or enrolled student based on ability and need, with a slight preference given to students from Halifax County, North Carolina.

The Wallace Barger Goebel Scholarship, made possible through a donation from Mrs. Miriam M. Goebel, is based upon ability and financial need, with first preference given to a student with an interest in literature, second preference to a student with an interest in history, and third preference to a student enrolled in the pre-medical program, for a value of approximately \$400.

The Fuller Hamrick Scholarship, created under the will of the late Everett C. Snyder of Wake Forest, North Carolina in memory of Fuller Hamrick, is used to educate students from the Mills Home in Thomasville, North Carolina, for a value of approximately \$550.

The George Foster Hankins Scholarships for Freshmen, made possible by the late Colonel George Foster Hankins of Lexington, North Carolina for residents of North Carolina or children of alumni residing in other states, with preference given to residents of Davidson County, North Carolina, have a value up to \$4,000.

The George Foster Hankins Scholarships for Upperclassmen for students who have been enrolled for at least one semester, with preference given to applicants from Davidson County, North Carolina, vary in value according to need.

The Frank P. Hobgood Scholarship, donated by Mrs. Kate H. Hobgood of Reidsville, North Carolina in memory of her husband, is available to those who qualify on the basis of character, purpose, intelligence, and need, with preference given to those who plan to enter the ministry, do religious work, become teachers, or become lawyers, the preference being in the order named, for residents of the Reidsville, North Carolina area recommended by the deacons of the First Baptist Church of Reidsville, and for a value of \$500.

The Forrest H. Hollifield Scholarship, donated by Mr. and Mrs. H. H. Hollifield in memory of their son Forrest H. Hollifield, is awarded to upperclassmen with evidence of character and need, with preference given to natives of Rowan and Rutherford Counties, North Carolina and to members of the Delta Nu Chapter of Sigma Chi Fraternity.

The Senah C. and C. A. Kent Scholarships, are awarded to freshmen and upperclassmen on the basis of leadership, academic merit, and financial need, without regard to race, religion, sex, or geographical origin.

The Kirkpatrick-Howell Memorial Scholarship Fund, donated by the Delta Nu Chapter of Sigma Chi Fraternity, makes available one or two scholarships, with preference given to members of the Sigma Chi Fraternity, upon recommendation of the Kirkpatrick-Howell Memorial Scholarship Board, for a value of approximately \$800.

The Marie Dayton McDonald Scholarship, donated by Professor Emeritus of Music Thane McDonald and friends in memory of his wife, is available to a deserving and qualified music student for a value of approximately \$125.

The Norfleet Scholarships, donated by Mr. and Mrs. Eustace Norfleet of Wilmington, North Carolina in memory of his parents John A. and Mary Pope Norfleet, are available to deserving and promising students needing financial assistance for a value of \$200.

The North Carolina Scholarships are made available by the North Carolina General Assembly and are awarded on the basis of financial need to full-time students who are bona fide residents of North Carolina.

The Benjamin Wingate Parham Scholarship, donated by Mrs. Kate J. Parham of Oxford, North Carolina in memory of her husband, is awarded on the basis of ability and need and may be renewed for succeeding years.

The Thomas F. Pettus Scholarships, administered by the North Carolina Baptist Foundation under the terms of the will of the late Thomas F. Pettus of Wilson County, North Carolina, make two or more scholarships available each year in memory of Mr. Pettus, to be awarded on the basis of merit and need, with preference given to North Carolina Baptist students.

The William Louis Poteat Scholarship, awarded annually to the graduates of the Baptist junior colleges in North Carolina on the basis of need, is renewable for the senior year for a value up to \$500.

The A. M. Pullen and Company Scholarship, granted by the A. M. Pullen and Company Certified Public Accountants to an outstanding upper division account-

ing major designated by the accounting faculty on the basis of merit, financial need, and interest in public accounting, has a value of \$600.

The Oliver D. and Caroline E. Revell Memorial Scholarship Fund, created under the will of the late Oliver D. Revell of Buncombe County, North Carolina, is for a person preparing for the ministry or full-time religious work, for a value of \$100.

The Kate B. Reynolds Memorial Scholarships, donated in memory of the late Mrs. Kate B. Reynolds, is for residents of Forsyth County, North Carolina who without financial aid would be unable to obtain education beyond high school. At least four scholarships are awarded, with a value up to \$2,400.

The ROTC Scholarships require applications for four-year scholarships from students in their junior and senior year of high school to the nearest ROTC Region Headquarters and from freshmen, sophomores, and juniors enrolled in the ROTC program to the professor of military science. Each scholarship covers tuition, fees, books, and classroom materials for the regular school year, and a subsistence allowance of \$100 per month for the period that the scholarship is in effect, remaining in effect throughout the contract period subject to satisfactory academic and ROTC performance.

The Sigmund Sternberger Scholarships, donated by the Sigmund Sternberger Foundation, are for needy North Carolinians, with preference given to undergraduate students from Greensboro and Guilford County, for a value of \$1,600.

The J. W. Straughan Scholarship, donated by Misses Mattie, Mable, and Alice Straughan in memory of their brother Dr. J. W. Straughan of Warsaw, North Carolina, with preference given to students from Duplin County, North Carolina who are interested in pursuing a medical career, especially in the field of family practice, are for those who need financial assistance to continue their education.

The Saddye Stephenson and Benjamin Louis Sykes Scholarship, donated by Dr. Charles L. Sykes and Dr. Ralph J. Sykes in memory of their father and mother, is awarded on the basis of Christian character, academic proficiency, and financial need, with preference given to freshmen from North Carolina, renewable for a value of approximately \$400.

The Supplemental Educational Opportunity Grants are available to a limited number of undergraduate students with exceptional financial need who require these grants to attend college and who show academic or creative promise, for a value from \$200 to \$1,500 a year but no more than one-half of the total assistance given the student. (The amount of financial assistance a student may receive depends upon need, taking into account financial resources and the cost of attending the college chosen.)

The Tyner-Pitman Scholarship Fund, donated by Mrs. Cora Tyner Pitman, makes available at least one scholarship for needy North Carolina students.

The Jesse A. Williams Scholarships, created under the will of the late Jesse A. Williams of Union County, North Carolina, with preference given to deserving students of Union County, have a value up to \$1,200.

The Charles Littell Wilson Scholarship, created under the will of Mrs. Jennie Mayes Wilson in memory of her husband Charles Littell Wilson, is for a freshman, with a value from \$200 to \$600.

The William Luther Wyatt III Scholarship Trust, donated by Mr. and Mrs. William

L. Wyatt Jr. of Raleigh, North Carolina in memory of their son William Luther Wyatt III, with preference given to a male student entering the junior year who has shown an interest and an ability in the field of biology, is based on need and ability, for a value of approximately \$500.

Loans

The following is a partial list of available loan funds:

The James F. and Mary Z. Bryan Foundation Student Loan Plan is for residents of North Carolina enrolled full-time for up to \$7,500 for undergraduate study. The amount of each loan is determined by the College Foundation, with an interest rate of one percent during the in-school and grace periods and seven percent during the repayment period.

The Bushnell Baptist Church Loan Fund, established in 1945 with funds supplied by the Bushnell Baptist Church of Fontana Dam, North Carolina, is for needy students.

The Council Fund, established in 1935 by Mr. C. T. Council of Durham, North Carolina, is for the aid of senior students.

The James W. Denmark Loan Fund, originated in 1875 by James William Denmark of Dudley, North Carolina, is available to qualified students, with preference given to students from North Carolina, for an amount not exceeding \$1,500 each year and \$6,000 during the entire period of enrollment.

The Olivia Dunn Student Loan Fund, established under the will of Miss Birdie Dunn of Wake County, North Carolina in memory of her mother, is for worthy students.

The Duplin County Loan Fund, donated in 1942 by anonymous friends of the College, is limited to students from Duplin County, North Carolina.

The Elliott B. Earnshaw Loan Fund, established by the Board of Trustees, is a memorial to former Bursar E. B. Earnshaw.

The Friendly Student Loan Fund, established in 1948 by Miss Nell E. Stinson of Raleigh, North Carolina in memory of her sister Mary Belle Stinson Michael, is for the benefit of worthy students who need financial aid.

The George Foster Hankins Loan Fund, established under the will of the late Colonel George Foster Hankins of Lexington, North Carolina, gives preference to applicants from Davidson County, North Carolina.

The Harris Memorial Loan Fund, established by the late J. P. Harris of Bethel, North Carolina in memory of his first wife Lucy Shearon Harris and his second wife Lucy Jones Harris, is for students who have demonstrated ability to apply educational advantages to the rendition of enriched and greater Christian service in life and who require financial assistance in order to prevent disruption in their education.

The Edna Tyner Langston Fund, established in 1942 by Dr. Henry J. Langston of Danville, Virginia in memory of his wife, is available to a student agreed upon by the donor and the College.

The National Direct Student Loan Program makes available loans up to \$2,500 per year for students in need of financial assistance. Aggregate undergraduate sums

may not exceed \$2,500 for the first two years or \$5,000 for four years but may be extended to \$10,000 for those who also borrow for graduate or professional study with an interest rate of three percent.

The North Carolina Insured Student Loan Program makes available loans up to \$2,500 per year for legal residents enrolled full-time. Aggregate undergraduate sums may not exceed \$7,500 but may be extended to \$15,000 for those who also borrow for graduate or professional study. The maximum loan each year may not exceed one-half the total cost for undergraduates or \$5,000 for graduate or professional students. Loans are insured by the North Carolina State Education Assistance Authority and are processed by the College Foundation; under certain conditions the United States Office of Education pays the seven percent interest during the in-school and grace periods.

The Watts Norton Loan Fund, established in 1949 by Mr. L. Watts Norton of Durham, North Carolina, is for worthy students enrolled in the Department of Religion who need financial assistance.

The Powers Fund, established in 1944 by Dr. Frank P. Powers of Raleigh, North Carolina in memory of his parents Frank P. and Effie Reade Powers, is for the benefit of needy students, with preference given to orphans.

The Grover and Addy Raby Loan Fund, established in 1945 by Dr. J. G. Raby of Tarboro, North Carolina in memory of his parents, gives preference to applicants from the First Baptist Church of Tarboro.

The James F. Slate Loan Fund, established in 1908 by J. F. Slate of Stokes County, North Carolina, is available for ministerial students who have been licensed to preach.

Concessions

The following concessions are granted for qualified undergraduate students:

Ministerial students receive a \$600 concession per year if they (1) have a written recommendation or license to preach from their own church body and (2) agree to repay the total amount, plus four percent interest, in the event that they do not serve five years in the pastoral ministry within twelve years of attendance in the College.

Children and spouses of pastors of North Carolina Baptist churches receive a \$60 concession per year if they are the children or spouses of (1) ministers, (2) missionaries of the Southern Baptist Foreign Mission Board, (3) officials of the North Carolina Baptist State Convention, or (4) professors in North Carolina Baptist colleges or universities. Pastors themselves are also eligible.

Children of other ministers who are not eligible for the above concession receive a \$150 concession per year if their parent makes a living chiefly by the ministry.

Rehabilitation students receive a concession up to \$300 per year if they (1) have the letter of approval from the North Carolina Division of Vocational Rehabilitation and (2) file for the concession.

Other Financial Aid

The following is a partial list of other sources of financial aid:

The Ministerial Aid Fund, established in 1897 by the estate of J. A. Melke, is available to pre-ministerial students on a loan or grant program on the basis of merit and need, and particularly in the case of grants, academic achievement.

The College Work/Study Program On Campus/Off Campus (PACE) is for students who show evidence of financial need for work in any non-profit public or private institution for periods up to twelve weeks, and forty hours per week, at an hourly wage. About eighty percent of earnings should be retained for college expenses. Summer employment is also available for students who show evidence of need and who are unable to secure adequate employment on their own. (Interested students should apply before March 15.)

The German Exchange Scholarship, established in 1959 with the Free University of Berlin, is available to a student with at least two years of college German or the equivalent who has junior standing by the end of the semester in which application is made and who, with the permission of the chairman of the department concerned, need not be a German major. It provides 500 German marks per month for ten months, remission of fees, 200 marks per semester for books, and free accommodations or a living allowance of up to 150 marks per month. (Interested students should communicate with the chairman of the Department of German.)

The Spanish Exchange Scholarship, established in 1964 with the University of the Andes in Bogota, Columbia, is available to two students for one semester's study each or one student for two semesters with at least two years of college Spanish or the equivalent. It provides remission of fees, the costs of books, and the cost of board and accommodations. (Interested students should communicate with the chairman of the Department of Romance Languages.)

The French Exchange Scholarship, established in 1971 with the University of Orleans, France, is available to a graduating senior, who receives a graduate teaching assistantship at the University of Orleans for two semesters. (Interested students should communicate with the chairman of the Department of Romance Languages.)

Church Choir Work Grants, given by the College and Wake Forest Baptist Church to encourage outstanding music students, are awarded on the basis of talent, reliability, and interest in the Church on the recommendation of the music committee of the Church and the Department of Music, for a value of \$300. (Interested students should communicate with the chairman of the Department of Music.)

Student/Student Spouse Employment is possible for part-time on-campus and off-campus work, for a recommended maximum of twenty hours per week for full-time students. Summer employment may also be available. (Interested students should communicate with the Office of Placement and Career Development.)

Veteran Benefits are administered by the Office of the Veterans Administration in the Wachovia Building at 251 North Main Street in Winston-Salem.

Special Programs

For students of special ability or interests and for students who can take advantage of off-campus study opportunities, the College offers a variety of programs ranging from four-week courses to four-year curricula. These are in addition to combined courses of study in departments in the College and the pre-professional curricula described in this bulletin.

Honors Study

For highly qualified students, a series of interdisciplinary honors courses are offered as described under *Courses of Instruction*. Under the Coordinator of the Honors Program, students participate in three or more honors seminars during the freshman, sophomore, and junior years. Those who complete four seminars with a superior record and who are not candidates for departmental honors may complete a final directed study course. With a superior record in that course and a grade point average of 3.0 in all work, they may be graduated with "Honors in the Arts and Sciences."

For students especially talented in individual areas of study, most departments in the College offer special studies leading to graduation with honors in a particular department. The minimum requirement is a grade point average of 3.0 in all work and 3.3 (or higher in some areas) in the major. Other course, seminar, and research requirements vary according to the department concerned. (Students who are candidates for graduation with honors in a particular department are not eligible for graduation with "Honors in the Arts and Sciences.")

Open Curriculum

For students of high motivation and strong academic preparation, the Open Curriculum provides the opportunity to follow a course of study without necessarily fulfilling all basic and divisional requirements for the degree but planned within the framework of a liberal arts education. Under the Committee on Open Curriculum a limited number of students are selected by previous record of achievement, high aspirations, ability in one or more areas of study, strength of self-expression, and other special talents. The course of study for the degree is designed by the student with one or more members of the faculty.

Residential Language Centers

For students prepared to speak French or Spanish on a regular basis with other students studying the same language, the Graylyn Estate near campus is the site of two residential centers. Under a faculty coordinator from the Department of Romance Languages, students live for one or more semesters at Bernard Cottage (for French) or Amos Cottage (for Spanish), attending regular classes on campus but speaking only French or Spanish with approximately twenty other students in the program.

Study in London and Venice

For students who can spend one semester at a University residential center abroad, regular instruction is offered in London and in Venice. Under various members of the faculty, courses of study designed for the culture of the city and country are offered each semester for a full academic load. (Written approval is necessary for fulfilling basic, divisional, or major course requirements, and language preparation in Italian is desirable for Venice.) In Venice, approximately twenty students live and study each semester at Casa Artom, the University house on the Grand Canal. In London, a slightly smaller group resides at the newly acquired Worrell House.

Study in France

For students who can spend one semester in France, arrangements are made for instruction at the University of Dijon. Students are placed in courses according to the level of their ability in French as ascertained by examination in Dijon. Under a faculty residential adviser from the Department of Romance Languages, courses are taken at the University of Dijon by student groups of varying size and levels of preparation. (A major in French is not required, but French 221 or its equivalent is recommended.)

Study in Spain

For students who can spend a semester in Spain, arrangements are made for instruction at the University of Madrid. Under a faculty residential adviser from the Department of Romance Languages or the program's resident director in Madrid, courses are taken at the University of Madrid by student groups of varying size and levels of preparation. (A major in Spanish is not required, but Spanish 221 or its equivalent is recommended.)

Study in India

For students who can spend a semester in India, arrangements are made for instruction in an Indian college or university and travel in the country for a period of about three months. (Written approval is necessary for fulfilling basic, divisional, or major requirements.)

Independent Study Abroad

For students who wish to spend one or more semesters in an approved college or university abroad, arrangements must be made with the chairman of the department of the major and the Dean of the College. An approved application for study abroad must also be filed with the Registrar. Up to thirty-six credits for a full-year program may be granted upon satisfactory evaluation by the College of the work taken, but is not guaranteed. Students not on a College program must apply for readmission to the University. Credit is computed as transfer credit at .75 credits for three approved semester hours taken abroad.

In addition, the Independent Study Program of the Experiment in International Living is recognized by the College. To participate in this program a student must be regularly enrolled and plan to return to the College after study abroad and arrangements must be made with the chairman of the department of the major and the Dean of the College. Up to fourteen credits for a one-semester program may be granted upon evidence of satisfactory completion of work taken but is subject to evaluation by the College.

Study at Salem College

For full-time students, Wake Forest and Salem College share a program of exchange credits for courses taken at one institution because not offered at the other. An application must be approved by the academic adviser and the Dean of the College. Except in courses of private instruction, there is no additional cost to the student. Grades and grade points earned at Salem College are evaluated as if they were earned at Wake Forest.

Summer Study

For full-time students, courses taken in the summer at another college or university require the advance approval of the chairman of the department concerned and the Registrar. Grades earned elsewhere are not used in computing the grade average; those earned elsewhere on the semester-hour plan are computed as transfer credit at 3.37 credits for three approved semester hours taken elsewhere.

In addition to regular courses, a number of special programs for credit are available at Wake Forest in the summer. (See the bulletin of the summer session.)

January Study

For students who wish to follow individual or non-traditional courses of study on campus or field study in places like Honduras, Russia, and Paris, the January term offers a number of four-credit courses, many on a Pass/Fail basis. Some January term courses are offered regularly and are described under *Courses of Instruction*. Others are offered only once or intermittently and are not shown in this bulletin. (Freshmen and sophomores may be graded Pass/Fail only if the January term course is not used to fulfill basic, divisional, or major requirements.)



Requirements for Degrees

Degrees Offered

The College offers undergraduate programs leading to the Bachelor of Arts and Bachelor of Science degrees. The Bachelor of Arts degree is conferred with a major in anthropology, art, biology, chemistry, classical studies, economics, English, French, German, Greek, history, Latin, music, philosophy, physics, politics, psychology, religion, Romance languages, sociology, Spanish, and speech communication and theatre arts. The Bachelor of Science degree is conferred with a major in accountancy, business, chemistry, mathematical economics, mathematics, mathematics-biology, mathematics-business, physical education, and physics. The Bachelor of Arts degree is available with a major in intermediate education or education with a state teacher's certificate in social studies. The Bachelor of Science degree is available with a major in education with a state teacher's certificate in science, and in combined curricula in dentistry, engineering, forestry, medical sciences, medical technology, and the physician assistant program. (For a description of the programs of the various departments see *Courses of Instruction*.)

A student who receives the Bachelor of Arts or Bachelor of Science degree from the College may not thereafter receive the other of the two degrees.

General Requirements

Students in the College have considerable flexibility in planning their course of study. Except for two semesters of required physical education, only three specific courses are required, one in English composition and two in a foreign language. To complete preparation for more specialized work in a major field or fields, students select three courses in each of four divisions of the undergraduate curriculum: (1) literature and the arts; (2) the natural sciences and mathematics; (3) history, religion, and philosophy; and (4) the social and behavioral sciences. Normally the basic and divisional requirements are completed in the freshman and sophomore years and requirements in the field or fields of the major are completed in the junior and senior years.

All students must complete (1) the basic and divisional requirements (unless accepted for the Open Curriculum); (2) a course of study approved by the department or departments of the major; and (3) elective courses for a total of 144 credits. No more than sixteen credits toward graduation may be earned in Military Science 111, 112, 151, 152, 211, 212, 251, 252; Music 107-120 (ensemble courses); and Physical Education 100-level courses other than Physical Education 111 and 112.

All students must earn a C average on all courses attempted. A student who transfers from another college or university must earn a C average on all courses attempted in the College and a C average on all work attempted at all colleges and universities. Of the 144 credits required for graduation, at least seventy-two must be completed in the College, including the work of the senior year (except for combined degree curricula).

A student has the privilege of graduating under the requirements of the bulletin in which he or she enters, provided that course work is completed within six years of entrance. After six years, the student must fulfill the requirements for the class in which he or she graduates.

Basic Requirements

All students must complete three required basic courses (unless waived through procedures established by the departments concerned):

English 110 (composition) or 112 (composition and literature)

Foreign language 153 (intermediate level)

Foreign language (literature)

French 215, 216, 217, or the equivalent

Spanish 215, 216, or the equivalent

Italian 215, 216, or the equivalent

German 211 or 212

Russian (any literature course)

Greek 211 or 212

Latin 211, 212, or 216

Hebrew 211

Hindi 211

Divisional Requirements

All students must complete three courses in each of the four divisions of the undergraduate curriculum (unless exempted by completion of Advanced Placement requirements):

I. Literature and the Arts (three courses; no more than one course from each group)

1. English literature (English 160 or 165)

2. American literature (English 170 or 175)

3. Foreign literature (other than the one used for the basic requirement)

a. Classical languages (Greek 211, 212, 231, 241, or 242; Latin 212, 216, 221, 225, or 226; Classics 253, 254, 263, 264, 265, or 272)

b. German 211 or 212

c. Romance languages (French, Spanish, or Russian literature)

d. Humanities 213, 214, 215, 216, or 217

4. Fine Arts

a. Art 103

b. Music 101

c. Theatre Arts 121

II. The Natural Sciences and Mathematics (three courses, selected from only two groups)

1. Biology 111, 150 or 151

2. Chemistry 111 or 112 (unless advanced preparation indicates a higher course)

3. Physics 111 and 112 (one or both courses); 121 and 122 (one or both courses)

4. Mathematics 111, 112, 115, 116, 157 (any one; if two, any pair other than 111-116 and 115-157)

III. *History, Religion, and Philosophy* (three courses; no more than one course from each group)

1. History 111, 112, 113, 215, 216, 315, 341, 342, 345, 346, 349, or 350

2. Religion (any course other than 218, 225, 237, 239, 240, 265, 266, 270, 273, 282, 286, 287, 292, 346, and 362)

3. Philosophy 151, 171, or 172

IV. *The Social and Behavioral Sciences* (three courses; no more than two selected from one group)

1. Economics 111, 151, 152 (if one, 111 or 151; if two, 151-152 or 111 and any other with the permission of the Department of Economics)

2. Politics 113, 114, 115 (if one, any of the three; if two, any two or any one and any other in the Department of Politics)

3. Psychology 151 (required first course) and any 200-level course (other than 280 and 281) or 335, 358, or 367 (or any other 300-level course with the permission of the Department of Psychology)

4. Sociology and Anthropology (Sociology 151 and any other course other than 301-310 or 370-371; Anthropology 162 and 252, 342-351, or 352-366; Anthropology 381-386 or any other course with the permission of the Department of Sociology and Anthropology; or Sociology 151 and Anthropology 162).

Physical Education Requirement

All students must complete Physical Education 111-112.

Completion of Lower Division Requirements

Basic, divisional, and physical education requirements should be completed where possible by the end of the sophomore year. For students who postpone required courses until the junior year to complete early major courses, a minimum of three required courses must be taken each semester until the requirements have been completed. Except for students accepted for the Open Curriculum, no course requirements may be waived or replaced by substitutes except through regular procedures established by the faculty or through a specific vote of the faculty in regular session.

Admission to the Upper Division

Before applying for admission to the upper division and beginning work on the major subject, a student should have seventy-two credits and 144 grade points in the lower division. In no case is a student admitted to the upper division with fewer than sixty credits and 120 grade points.

All students at the end of the sophomore year or at the beginning of the junior

year are required to pass a proficiency test in the use of the English language.

Courses of Study in the Upper Division

Thirty days before the end of the sophomore year each student is required to indicate to the Registrar and to the department or departments concerned the selection of a major subject for concentration during the junior and senior years. Before this selection is formally approved by the Registrar the student must present a written statement from the authorized representative of the department or departments indicating departmental permission to be assigned a specific adviser from the department to assist in planning the work of the junior and senior years. A department which rejects a student as a major must file with the Dean of the College a written statement including the reason(s) for the rejection.

After the beginning of the junior year a student may not change from one major to another without the approval of the departments concerned. The student's course of study for the junior and senior years includes the minimum requirements for the departmental major, with other courses selected by the student and approved by the adviser. (For specific course requirements in the various fields of study, see *Courses of Instruction*.)

At least half of the major must be completed in the College. Students preparing for the ministry are advised to elect three courses in religion beyond the courses included in the divisional requirements.

Fields of Study

The following fields of study are recognized for a major: accounting, anthropology, art, biology, business, chemistry, classical studies, economics, education, English, French, German, Greek, history, Latin, mathematical economics, mathematics, mathematics-biology, mathematics-business, music, philosophy, physical education, physics, politics, psychology, religion, Romance languages, sociology, Spanish, and speech communication and theatre arts.

A maximum of forty-eight credits toward graduation are usually allowed in a single field of study, excluding related courses in other departments and except for dual majors, which allow fifty-six credits toward graduation in the major fields. (Elementary foreign language in the major field of study and Accounting 111-112 are excluded.)

Double Majors and Dual Majors

A student may major in two departments with the written permission of the chairman of each of the departments and on condition that the student meets all requirements for the major in both departments. For administrative purposes, the student must designate one of the two fields as the primary major, which will appear first on the student's record.

A joint major consisting of fifty-six credits in two departments is available in classical studies, mathematics-biology, mathematics-business, mathematical economics, and Romance languages.

Senior Testing

All seniors are required to participate in a testing program designed to provide objective evidence of educational development and employing measures of academic achievement such as selected portions of the Graduate Record Examination and/or other tests deemed appropriate by the Executive Committee. The tests are given in late spring, and relevant results are made available to the student for his/her information. The primary purpose of the program is to provide the College with information for assessing the total educational process. The program does not supplant the regular administration of the Graduate Record Examination for those students applying for admission to graduate school.

Combined Degrees in the School of Law

A combined course makes it possible for a student to receive the two degrees of Bachelors of Arts and Juris Doctor in six academic years or their equivalent instead of the usual seven years. The first three years of the combined course are in the College and the last three are in the School of Law.

A student pursuing this plan must (1) complete the basic and divisional course requirements and become qualified for admission to the upper division; (2) initiate an application for admission to the School of Law and secure through the law school adviser, who is a member of the law faculty, permission to pursue the combined course plan (admission to the School of Law is based on the applicant's entire undergraduate record, Law School Admission Test scores, and other criteria, and permission to pursue the combined degree program does not constitute admission to the School of Law); (3) perform the junior year of study in the College under the supervision of the law school adviser; and (4) complete at least 10 credits in the College with a minimum average of C and the first full year of law in the School of Law with an average sufficient to remain in the School of Law.

The last year of required college academic work must be taken in the College. A student who transfers from another college or university at the end of the first or second year must maintain a minimum average grade of C on all academic work undertaken in the College.

A student who completes the program successfully will be eligible to receive the Bachelor of Arts degree at the end of the first full year in the School of Law; the Juris Doctor degree will be awarded the student who, having received the B.A. degree, also fulfills requirements for the J.D. degree. The quantitative and qualitative academic requirements set forth herein are minimum requirements for the successful completion of the combined degree program; satisfying the requirements of the three-year program in the College does not necessarily entitle an applicant to admission to the School of Law.

Combined Degrees in Medical Sciences

A limited number of students may receive the Bachelor of Science degree with a major in medical sciences.

Under this plan the student fulfills the requirements for the degree by completing three years of work in the College with a minimum average grade of C and satisfactorily completing the first full year of medicine (at least thirty semester hours) as outlined by the faculty of the Bowman Gray School of Medicine, with record entitling promotion to the second year class. At least one year (thirty-six credits) of the required academic work must be completed in the College.

Candidates for the B.S. degree with a major in medical sciences must complete before entering the School of Medicine for the fourth year of work the basic course requirements; the divisional course requirements in Divisions I, III, and IV; the physical education requirement; Biology 150, 151, 152 (two courses); Biology 312, 320, 321, 326, 351, 360, 370 (two courses); Chemistry 111 and 112; Chemistry 221 and 222; Physics 111 and 112; Mathematics (one course); and electives for a total of 118 credits.

The completion of the prescribed academic subjects does not necessarily admit any student to the School of Medicine. (All other factors being equal, applicants who have done all their work in the College are given preference.)

Combined Degrees in Medical Technology

Students may qualify for the Bachelor of Science degree in medical technology by completion of the academic requirements outlined below and by satisfactory completion of the full program in medical technology offered by the Division of Allied Health Programs of Bowman Gray School of Medicine with at least a grade of C in all courses taken in the program in medical technology. At least one year (thirty-six credits) of the required academic work must be completed in the College. Students seeking admission to the program must file application in the fall of their junior year with the Division of Allied Health Programs of the School of Medicine. A B average is usually required in biology and chemistry for admission to the program. Students must complete the basic course requirements; the divisional course requirements in Divisions I, III, and IV; the physical education requirement; Biology 150, 151, 152 (three courses); Biology 326; Chemistry 111 and 112; Chemistry 221 and 222; Mathematics (one course); and electives for a total of 108 credits.

Degrees in the Physician Assistant Program

Students may qualify for the Bachelor of Science degree in the physician assistant program by completion of three years (108 credits) in the College with a minimum average grade of C, and by satisfactory completion of the full twenty-four month course in the physician assistant program offered by the Division of Allied Health Programs of the Bowman Gray School of Medicine. At least one year (thirty-six credits) of the required academic work must be completed in the College. Candidates for the degree must complete the basic course requirements, the divisional course requirements, and the physical education requirement; at least four courses in biology (including one course in microbiology); and at least four courses in the social sciences (sociology, psychology, and economics are recommended).

commended). A course in statistics and three or four courses in chemistry are also commended.

Degrees in Microbiology

Students may qualify for the Bachelor of Science degree in microbiology by completion of three years (112 credits) in the College with a minimum average grade of C, and by satisfactory completion of a thirty-two hour major in microbiology in the Bowman Gray School of Medicine. At least one year (thirty-six credits) of the required academic work must be completed in the College. Candidates for the degree must complete the basic course requirements, the divisional course requirements, and the physical education requirement; Microbiology 301, 302, 308, 311, and 312 and Biology 370 (in some cases Biology 326 may be substituted for Microbiology 301); two additional courses from Microbiology 309, 310, 313, and 314; and Biology 321. Required related courses are two courses in physics and at least two courses in organic chemistry. Additional chemistry and mathematics courses may be suggested by the major adviser for students progressing toward advanced work in microbiology.

Degrees in Dentistry

A student may fulfill the requirements for a Bachelor of Science degree with a major in dentistry by completing three years of work in the College with a minimum average grade of C, and by satisfactorily completing the first two years of work in one of certain approved dental schools designated by the University, with a record entitling advancement to the third year class.

For this degree the requirements in the College are the same as those for the B.S. degree with a major in medical sciences.

Degrees in Engineering

The College cooperates with North Carolina State University in offering a broad course of study in the arts and sciences combined with specialized training in engineering. A program for outstanding students covers five years of study, including three initial years in the College and two full years of technical training in one of the fields of engineering. (Depending upon the field chosen, it may be advisable for a student to attend the summer session in the engineering school after transfer.) Upon successful completion of the five years of study the student will receive the degree of Bachelor of Science from the University and the degree of Bachelor of Science in one of the specialized engineering fields from North Carolina State University.

The curriculum for the first three years must include the basic requirements for the Bachelor of Science degree. Suggested courses for the freshman year are English 110 and 160 (or a foreign literature); foreign language courses 211, 215, or 216; Mathematics 111-112; Physics 111-112 or 121-122; and Physical Education 111-112. Suggested courses for the sophomore year are English 170 (or a foreign literature); Philosophy 151; Mathematics 251; Physics 141, 161, and 162; and Chemistry 111

(or 118) and 112. Suggested courses for the junior year are a history course, religion course, Mathematics 311, and Economics 151-152.

This rigorous curriculum demands special aptitude in science and mathematics. Electives are chosen in consultation with the engineering adviser in the Department of Physics.

Degrees in Forestry

The College cooperates with Duke University in offering an academic forestry training program. A student in this program devotes three years to study in the College, where at least two years (seventy-two credits) must be completed. The summer between the junior and senior years and the two following years are spent in the Duke University School of Forestry. Upon the successful completion of the five years of study the student will receive the degree of Bachelor of Science from the University and the degree of Master of Forestry from Duke University.

A student who wishes to qualify for the program must make formal application for admission to the Duke University School of Forestry no later than the end of the first semester of the third year. To qualify for admission the student must have followed the planned course of study outlined below, must have the official recommendation of the University, and must have an over-all grade point average of at least 2.5.

Candidates for the degree must complete the basic course requirements; the divisional requirements in Divisions I, II, and IV; the physical education requirement; Biology 150, 151, and 152; Economics 151 and 152; Chemistry 111 and 112; Mathematics 111 and 112; Physics 111 and 112; two courses beyond the introductory courses in any one natural or social science; and electives (especially in biology, chemistry, mathematics, philosophy, and speech communication) for a total of 116 credits. Students in the program are advised in the Department of Biology.



Courses of Instruction

Odd-numbered courses are normally taught in the fall, even-numbered in the spring. Exceptions are noted after course descriptions. Number of credits is shown by numerals immediately after the course title — for example, (3) or (3,3). The symbols P— and C— followed by course numbers or titles are used to show prerequisites and corequisites in the department.

Courses 101-199 are primarily for freshmen and sophomores; courses 200-299 are primarily for juniors and seniors; courses 301-399 are for advanced undergraduates and graduate students. (For other graduate courses see the bulletin of the Graduate School.) The prefix S shows that a course is offered only in the summer. Only some courses offered in January are described.

Art

Sterling M. Boyd, Chairman
Associate Professor Sterling M. Boyd
Assistant Professor Robert Knott
Lecturer Marvin S. Coats
Instructors Gary A. Cook, Brian Legakis

The major in Art requires forty credits in Art History and in Studio Art courses. A student normally concentrates in either Art History or in Studio Art, but takes courses in both areas.

One foreign language is required of all majors. Students who plan to pursue graduate work in Art History should have a reading knowledge of two languages (German and either French or Italian).

Any student interested in majoring in Art should contact the chairman of the department as soon as possible after entering the University.

Art History*

1. *Introduction to the Visual Arts.* (4) An introduction to the arts of various cultures and times, with discussions of technique, style, methodology, and terms. May be used to satisfy requirement in Division I.

2. *Indian Art.* (4) A survey of architecture, painting, and sculpture from earliest times to 1000 A.D.

3. *Oriental Art.* (4) A survey of the architecture, painting, and sculpture of China and Japan from the prehistoric period to 1900.

4. *Primitive Art.* (4) A survey of the traditional arts of Africa (South of the Sahara), Melanesia, New Guinea, Australia, Pre-Columbian Central and South America, and North America.

5. *Art of the Ancient Near East.* (4) A survey of architecture, painting, and sculpture of Egypt, Mesopotamia, and Anatolia, with an introduction to prehistoric European art.

6. *Egyptian Art.* (4) The art and architecture of ancient Egypt from the predynastic period through Roman Egypt. *Usually offered in January.*

Open to qualified freshmen and sophomores.

231. *American Art*. (4) A survey of American painting from 1600 to 1900.
233. *American Architecture*. (4) A survey of American architecture from 1600 to 1900, with emphasis on the eighteenth and early nineteenth centuries.
241. *Ancient Art*. (4) A survey of architecture, painting, and sculpture from the prehistoric through the late Roman period.
242. *Minoan and Mycenaean Art*. (4) A survey of the architecture, painting, and sculpture of the Minoan and Mycenaean civilizations.
244. *Greek Art*. (3) A survey of architecture, painting, and sculpture from the prehistoric through the Hellenistic periods.
245. *Roman Art*. (3) A survey of Etruscan and Roman architecture, painting, and sculpture.
246. *Greek and Roman Architecture*. (4) A survey of Classical architecture, from the Archaic Greek through the late Roman periods.
247. *Myth and Legend in Classical Art*. (4) A study of the major myths and legends in Greek and Roman painting and sculpture.
248. *The Ancient City*. (4) An architectural approach to the emergence of civilization and urbanism in the ancient world.
250. *Twentieth Century American Art and Literature*. (4) An exploration of the ideas, values, and feelings found in the art and literature of twentieth century figures such as Kandinsky, Sevens, Picasso, and Kafka.
252. *Medieval Art*. (4) A survey of painting and sculpture in Europe from 400 to 1400.
256. *History of Books and Printing*. (2) An examination of the development of the book from the invention of printing to the present.
267. *European Art of the Early Renaissance*. (4) A survey of painting and sculpture in Italy and Northern Europe from 1300 to 1500, including artists such as Giotto, Jan van Eyck, Roger van der Weyden, Botticelli, and Leonardo da Vinci.
268. *European Renaissance Art of the Sixteenth Century*. (4) A survey of painting and sculpture in Italy and Northern Europe from 1500 to 1600. P-Art 267 is recommended.
272. *Baroque Art*. (4) A survey of European painting and sculpture from 1600 to 1700.
281. *Modern Art to 1900*. (4) A survey of European painting and sculpture from 1700 to 1900, emphasizing the nineteenth century.
282. *Modern Art after 1900*. (4) A survey of European and American painting and sculpture from 1900 to the present. P-Art 281 is recommended.
283. *Impressionism*. (4) A detailed study of the French Impressionist painters, with some consideration of Impressionism in other art forms.
284. *Contemporary American Art*. (4) An intensive study of American painting and sculpture from 1950 to the present.
286. *Studies in Twentieth Century Art: Myth in Modern Art*. (3) An analysis of traditional Western and non-Western myths as expressed and interpreted by twentieth century artists.
- *291. *Individual Study*. (4) A course of independent study with faculty guidance.
- *292. *Individual Study*. (4) A course of independent study with faculty guidance.
294. *Architecture Survey after 1700*. (4) A survey of European and American architecture from 1700 to the present, emphasizing the twentieth century.

Studio Art*

Visual Concepts. (3) Introduction to the basic elements of two-dimensional and three-dimensional design, to include drawing, painting, and sculpture. Three class hours per week.

Introduction to Drawing. (4) An introduction to drawing fundamentals in realistic and abstract styles, emphasizing composition, value, line, and form. Six laboratory hours per week. P-Art 101.

Introduction to Painting. (4) An introduction to painting fundamentals in a variety of temporary styles in the oil or acrylic media. P-Art 101 or 111.

Introduction to Sculpture. (4) An introduction to basic sculptural styles and media with emphasis on contemporary concepts. P-Art 101.

Introduction to Printmaking. (4) Concentrated introduction into one or more of the following areas of printmaking: lithography, intaglio, and silkscreen. P-Art 101 or 111.

Intermediate Drawing. (4) Continuation of Art 111 with concentrated emphasis on idea development. P-111.

Intermediate Painting. (4) Continuation of Art 112 with concentrated emphasis on idea development. P-112.

Intermediate Sculpture. (4) Continuation of Art 115 with emphasis on idea development. P-115.

Intermediate Printmaking. (4) Continuation of Art 117 with emphasis on idea development. P-117.

Figure Drawing. (4) Introduction to figure drawing. P-Art 111.

Advanced Drawing. (4) A course of individual study with faculty guidance. May be repeated. P-Art 211.

Advanced Painting. (4) A course of individual study with faculty guidance. May be repeated. P-Art 212.

Advanced Sculpture. (4) A course of individual study with faculty guidance. May be repeated. P-Art 215.

Advanced Printmaking. (4) A course of individual study with faculty guidance. P-Art 217.

Asian Studies

B.G. Gokhale, Director

The Asian Studies program, established in 1960 with financial assistance from the Mary Reynolds Babcock Foundation, is interdisciplinary in its nature and involves the cooperation and resources of several departments in the humanities and social sciences. Its objectives are to broaden the University's traditional curriculum with the infusion of a systematic knowledge and understanding of the culture of Asia.

Art 112. Elementary Chinese. (4,4) Emphasis on the development of listening and speaking skills in Mandarin. Brief introduction to the writing system. Basic sentence patterns are covered. Lab — one hour.

Art 112. Elementary Hindi. (4,4) Attention given mainly to basic Hindi grammar, vocabulary-building, simple composition, and conversation. Lab — one hour.

Prerequisites may be waived with permission of the instructor.

153. *Intermediate Hindi*. (4) Advanced practice in Hindi composition and conversation ; introduction to literary Hindi. Lab — one hour. P-Hindi 111, 112 or equivalent.
211. *Hindi Literature*. (4) Reading and translation of selected texts in prose and poetry ; journalistic Hindi. Lab — one hour. P-Hindi 153.
- 211, 212. *Asian Studies*. (4,4) Asian thought and civilization. Some dominant themes Asian thought and their influence on Asian civilizations.
221. *Indian Art*. (4) A survey of architecture, painting, and sculpture from earliest times 1200 A.D.
234. *Government and Politics of East Asia*. (4) An analysis of the political institutions and processes in China and Japan with emphasis on the problems of modernization.
245. *Government and Politics of South Asia*. (4) A study of the governments of India, Pakistan, Nepal, and Ceylon; emphasis on political organizations, party structures, and subnational governmental systems.
341. *Southeast Asia from 1511 to Present*. (4) A survey of the history and culture of Southeast Asia under Western colonial systems, with special reference to economic, social, and cultural developments, the rise of nationalism, and the emergence of new nation-states.
342. *The Middle East from Suleiman the Magnificent to the Present*. (4) Major subjects covered are the rise and fall of the Ottoman Empire, the Arabs and Persians under Ottoman hegemony, the rise of Arab nationalism, and the emergence of the modern Arab states and their roles in the post-World War II era.
343. *Imperial China*. (4) Development of traditional institutions in Chinese society to 16th century; attention to social, cultural, and political factors, emphasizing continuity and resistance to change.
344. *Modern China*. (4) Manchu Dynasty and its response to the Western challenge; 1911 Revolution; warlord era and rise of the Communists; Chinese Communist society; Cultural Revolution.
- 345, 346. *History and Civilization of South Asia*. (4,4) An introduction to the history and civilization of South Asia. Emphasis on historical developments in the social, economic, and cultural life.
347. *India in Western Literatures*. (4) A one-semester historical survey of images of India in Western literatures, with special reference to religious and philosophical ideas, art, politics, society, and culture.
- 349, 350. *East Asia*. (4,4) An introduction to the social, cultural, and political developments in China, Japan, and Korea. Fall, to 1600; spring, since 1600.
360. *Hinduism*. (4) A study of the fundamental features of the Hindu tradition.
361. *Buddhism*. (4) A study of the Buddhist tradition, its fundamental features, and its impact on the cultures of Asia.

Biology

Gerald W. Esch, Chairman

Professors Charles M. Allen, Gerald W. Esch,

Walter S. Flory, Stephen H. Richardson, Raymond L. Wyatt

Associate Professors Ralph D. Amen, Veryl E. Becker,

John F. Dimmick, Ronald V. Dimock, Nazareth Gengozian,

J. Whitfield Gibbons, Raymond E. Kuhn, James C. McDonald,

A. Thomas Olive, Robert L. Sullivan, Mary Beth Thomas, Peter D. Weigl

Assistant Professors Herman E. Eure, Hugo C. Lane

Research Assistant Professor Rebecca C. Jann

At the end of the sophomore year a student electing to major in Biology meets with a major adviser and the course of study for the junior and senior years is planned. The requirements for completion of the major are those in effect at the time of the conference, since the curriculum and departmental requirements may change slightly during the student's period of residence. All majors are required to take Biology 111, 150, 151, and 152. Co-major requirements are four full courses in the physical sciences.

For students declaring majors in the spring of 1978, the requirement for a major is a minimum of forty credits in Biology, which must include one course from Biology 318, 325, 327, 328, 338, and 355, and one from Biology 320, 321, 331, 333, 344, 351, and 376. The forty credits must include at least six Biology courses carrying five credits. A minimum grade average of C on all courses attempted in Biology is required for graduation with a major in Biology. (Students declaring a major later than the spring of 1978 should consult with a Biology major adviser for the specific major requirements at that time.)

Prospective majors are strongly urged to take Chemistry 111-112 and Biology 111-150 in the freshman year. They are advised to take Biology 151 and Biology 152 in the sophomore year, as well as organic chemistry. Deviations from this pattern may necessitate summer work to fit the basic courses into an orderly sequence.

Advanced work in many areas of Biology may require additional courses in Mathematics, the physical sciences, and other areas of Biology. The adviser will bring these to the attention of the student, depending on individual needs. All 100-level Biology courses presume a background equivalent to introductory and intermediate Biology (that is, through course 152.)

Highly qualified majors are invited by the Department to apply for admission to the honors program in Biology. To be graduated with the distinction "Honors Biology" they must complete a research project under the direction of a staff member and pass a comprehensive oral examination.

The Departments of Mathematics and Biology offer a joint major leading to a Bachelor of Science degree in Mathematics-Biology. This interdisciplinary program, which can include no more than fifty-six credits in Mathematics and Biology, affords the student an opportunity to apply mathematical methods to the development and analysis of biological systems. The major consists of the following course requirements: Mathematics 112, 155, 157, or 357; Biology 150, 151, 152; and seven additional courses (at least three in each department) chosen with the

approval of the program advisers.

Highly qualified majors may be invited to apply for admission to the honors program in the joint major. To be graduated with the designation "Honors: Mathematics-Biology," they must complete a senior research paper and pass comprehensive oral examination on the project. For additional information members of the staff should be consulted.

111. *Biological Principles*. (5) Fundamental principles and concepts in biology. Lab-three hours.

150. *Organismic Biology*. (5) Morphology and phylogeny of plants and animals. Lab-three hours.

151. *Cell Biology*. (5) Molecular and cellular aspects of biology. Lab-three hours. P-Biology 150 and Chemistry 111-112 or permission of the instructor.

152. *Population Biology*. (4) Population and evolutionary aspects of biology. P-Biology 150

301, 302. *Internship*. (4,4) Off-campus work study in the public or private sector. A written research paper or report based on the experiences is required. The student must have supervisor on the job and a Biology faculty member to sponsor the project. Only four credits per term permitted. Pass/Fail. Not to be counted toward the major. Offered in January.

312. *Genetics*. (5) A study of principles of inheritance and their application to plants and animals, including man. Laboratory work in the methods of breeding some genetically important organisms and of compiling and presenting data. Lab-three hours.

314. *Evolution*. (4) Analysis of the theories, evidences, and mechanisms of evolution.

318. *Economic Botany*. (4) A survey of the plant kingdom giving consideration to both the positive and negative importance of plants of all groups to man.

320. *Chordates*. (5) A study of chordate animals with emphasis on comparative anatomy and phylogeny. Dissection of representative forms in the laboratory. Lab-three hours.

321. *Parasitology*. (5) A survey of protozoan, helminth, and arthropod parasites from the standpoint of morphology, taxonomy, life-histories, and host-parasite relationships. Lab-three hours.

323. *Animal Behavior*. (4) A survey of laboratory and field research on animal behavior. The course may count as Biology or Psychology, but not both; choice to be determined at registration.

324. *Botany for Everyday Use*. (4) A course to develop a knowledge and appreciation of common plants and plant products and plant handling. May not be taken for credit toward a major in Biology. Offered in January.

325. *Plant Anatomy*. (5) A study of comparative anatomy of the vascular plants, with emphasis on phylogeny. Lab-four hours.

326. *Microbiology*. (5) A study of the more important groups of microorganisms, with emphasis on bacteria and their activities. Lab-four hours.

327. *Non-vascular Plants*. (5) An examination of representative non-vascular plants, with emphasis on morphology and phylogeny. Lab-four hours.

328. *Vascular Plants*. (5) A comparative survey of the vascular plants, with emphasis on structure, reproduction, classification, and phylogeny. Lab-three hours.

331. *Invertebrates*. (5) Systematic study of invertebrates, with emphasis on functional morphology, behavior, ecology, and phylogeny. Lab-three hours.

333. *Vertebrates*. (5) Systematic study of vertebrates, with emphasis on evolution, physiology,

behavior, and ecology. Laboratory devoted to systematic, field, and experimental studies. Lab-four hours.

2. *Entomology*. (5) A study of insects, with emphasis on structure, development, taxonomy, and phylogeny. Lab-four hours.

3. *Plant Taxonomy*. (5) A study of the classification of seed plants, with emphasis on a comparative study of orders and families. Lab-four hours.

4. *Ecology*. (5) Interrelationships among living systems and their environments; structure and dynamics of major ecosystem types; contemporary problems in ecology. Lab-four hours.

5. *Marine Biology*. (5) An introduction to the physical, chemical, and biological parameters affecting the distribution of marine organisms. Lab-three hours.

6. *Aquatic Ecology*. (5) A course designed to cover the general principles and concepts of limnology and aquatic biology as they apply to lentic and lotic habitats. A major portion of the field studies centered at the Beleys Creek Biological Station. Lab-three hours.

7. *Natural History of Baja, California and the Sea of Cortez*. (5) The Sea of Cortez and Baja provide an unusual opportunity to investigate the unique marine and terrestrial flora and fauna of desert, mountain, and coastal regions at the confluence of tropical and desert areas. The course involves a seminar program during the fall, followed by a trip to the region during January. P-Permission of the instructor.

8. *Animal Physiology*. (5) Nerve, muscle, and regulation physiology offered in odd-numbered years; digestion, absorption, and transport in even-numbered years. Lab-three hours.

9. *Nutritional Physiology*. (4) Deals with nutritional needs of college-age students and the areas where diets are usually deficient. May not be taken for credit toward major in Biology. Offered in January.

10. *Endocrinology*. (4) A course in vertebrate physiological endocrinology, with particular reference to phylogenesis and embryology. A section on invertebrate endocrinology is included.

11. *Developmental Physiology*. (5) A functional study of the growth, development, and reproduction of selected organisms, with emphasis on the regulatory mechanisms of morphogenesis. Lab-three hours.

12. *Cryptobiology*. (5) An examination of common hypobiotic rest exhibited by living systems, including a consideration of quiescence, dormancy, diapause, hibernation, estivation, sleep, torpor, and death. This course is designed to focus attention on those hypobiotic states which border on senescence and death in an attempt to more clearly distinguish living from dead conditions. Various biologic materials in a state of rest examined. Lab-three hours.

13. *Development*. (5) A study of development, including aspects of vertebrate, invertebrate, and other developmental systems, emphasizing the regulation of differentiation. Lab-four hours.

14. *Immunology*. (4) A study of the components and protective mechanisms of the immune system.

15. *Biochemistry*. (5) A lecture and laboratory course in biochemistry, including principles of biochemistry, chemical composition of living systems, intermediary metabolism, enzyme kinetics, biochemical techniques, and biochemical energetics. Lab-three hours.

16. *Cytology, Histology, and Microtechnique*. (5) A study of the structure and function of cells and tissues, with laboratory emphasis on methods of preparation of cells and tissues for examination. Lab-four hours.

17. *Methods in Electron Microscopy*. (5) Techniques in preparation of materials for examination

with the electron microscopy. *Offered in January.* P-Permission of the instructor.

376. *Icthyology.* (5) A comparative study of structure-function, classification, and phylogeny of fish. Lab-three hours.

382. *Human Heredity.* (4) A study of the principles of heredity as applied to man. Emphasis upon inheritance of both usual and aberrant human phenotypes. Either Biology 312 or Biology 382 may be taken for credit toward major in Biology, but not both. *Offered in January.*

391, 392. *Special Problems in Biology.* (2,2) Independent library and laboratory investigation carried out under the supervision of a member of the staff. Pass/Fail or for grade at the discretion of the instructor. P-Permission of the instructor.

393, 394. *Special Problems in Biology.* (2,2) Courses designed for students who wish to continue special problems beyond Biology 391 and 392. Pass/Fail optional. Not to be counted toward the major. P-Permission of the instructor.

395. *Philosophy of Biology.* (4) A seminar course dealing with the philosophical structure of the biological sciences, including an examination of major conceptual schemes and theoretical ideas unique to biology.

397. *Seminar in Biology.* (2-4) Consideration of major biological topics through intensive reading and discussions.

398. *Scientific Communications.* (3) An introduction to bibliographic and graphic methods including microscopy, photography, scientific illustration and writing, and preparation of manuscripts. Open to juniors or by permission of the instructor.

Business and Accountancy

Delmer P. Hylton, Chairman

Professors Delmer P. Hylton, Jeanne Owen

Associate Professors Leon P. Cook Jr., Thomas C. Taylor

Assistant Professor Stephen Ewing

Lecturers Glenn L. Clark Jr., Arun P. Dewasthali

Instructors Douglas J. Lincoln, James L. Mader

To major in Business or in Accountancy the student must take one or preferably two courses in Mathematics and at least one course in Economics.

Business

The Bachelor of Science degree in Business is offered for the student who anticipates a career in the business world. The curriculum is designed to equip the student with basic tools and knowledge which should enable him or her to perform adequately in his or her first position and to advance to more responsible positions in management.

For the major in Business, a minimum of thirty-six credits earned in the Department is required. Included in the major must be Accountancy 111 and 112 and Business 211, 221, 231, 261, 268, and 271. A minimum of twenty-eight credits in the major must be earned in the College.

Students with a grade point average of at least 3.0 on all college work and 3.0 on all work in Business are invited to apply for admission to the honors program in Business. A project, paper, or readings and/or an oral exam are required. The

to successfully complete the requirements specified by the Department are graduated with the designation "Honors in Business." For additional information, interested students should consult with a member of the departmental faculty.

The Departments of Mathematics and Business and Accountancy offer a joint program leading to a Bachelor of Science degree in Business-Mathematics. This interdisciplinary program prepares students for careers in business with a strong background in mathematics. The major consists of the following course requirements: Mathematics 111, 112, 155, 157, and 256 or 355; Accounting 111, 112; Business 211, 221, 231; either Business 268 or Mathematics 357; either Business or Mathematics 253; and two additional courses chosen from Accounting 252, Business 281, Mathematics 121, 348, 353, 381, or specially designed January courses.

Highly qualified majors may be invited to apply for admission to the honors program in the joint major. To be graduated with the designation "Honors in Mathematics-Business," they must complete a senior research paper and pass a comprehensive oral examination on the project. For additional information, members of the staff should be consulted.

Organization and Management. (4) The study of the basic management functions, principles, concepts, and practices in the operation of a modern business organization.

Advanced Management. (4) A study of the techniques of decision-making using case analyses, problem-solving, and report-writing procedures based on extensive readings. Business 211.

Principles of Marketing. (4) Survey of marketing structures, concepts, and motivation of present marketing environment. Study of managerial decisions necessary in the distribution of industrial and consumer goods.

Advanced Marketing. (4) A study of the management of marketing activities, the interrelationship of the activities and their relationship to the other functions of the firm. Business 221.

International Marketing. (4) An analysis of the nature, organization, and methods of marketing at the international level. The course includes an in-depth study of the functions and problems of international trade centers and involves visit to a trade center. *Usually offered in January.* P-Business 211 and permission of the instructor.

Financial Management. (4) Analysis of financial decision-making at the level of the individual business enterprise. P-Accountancy 112.

Advanced Financial Management. (4) Management decision-making applied to the financial function, including credit, investment, and related problems. P-Business 231.

Personal Finance. (4) A study of methods for achieving goals related to individual financial problems. This course does not count toward the major in Business or Accountancy. Permission of the instructor.

Labor Policy (4) A study of selected topics in labor management relations from the view of labor, management, and the public.

Legal Environment of Business (4) Study of the legal environment within which business decisions must be made.

Business Statistics (4) Techniques of analysis of numerical data, including averages, dispersion, index numbers, time series, linear correlation and regression, statistical estimation.

tion, and hypotheses-testing. P-Mathematics 157.

271. *Seminar in Quantitative Techniques in Business*. (4) Development and understanding decision tools and models to be applied to business decision-making. P-Mathematics 157.

281. *Reading and Research*. (2,3 or 4) An advanced course devoted to individual reading and research in Business. P-Permission of the instructor.

Accountancy

The Bachelor of Science degree in Accountancy is offered to those students who expect to pursue a career in the accounting profession. The curriculum is designed to equip the student for staff and managerial positions in public accounting, industrial accounting, and similar positions in non-profit institutions. One who completes the degree in Accountancy is eligible to sit for the CPA examination in North Carolina.

The major in Accountancy requires a minimum of fifty-two credits earned in the Department. Required courses are Accountancy 111, 112, 151, 152, 252, 271, and 273, and Business 231, 261, and 268. A minimum of forty-one credits in the major must be earned in courses in the College.

Students with a grade point average of at least 3.0 on all college work and on all work in Accountancy are invited to apply for admission to the honors program in Accountancy. A project, paper, or readings and/or an oral exam are required. Those who successfully complete the requirements specified by the Department are graduated with the designation "Honors in Accountancy." For additional information, interested students should consult with a member of the departmental faculty.

111. *Accounting Principles I*. (5) The basic accounting process and underlying principles pertaining to the preparation and interpretation of published financial statements.

112. *Accounting Principles II*. (4) A continuation of Accountancy 111 and an emphasis on managerial accounting. P-Accountancy 111.

151. *Intermediate Accounting*. (4) A detailed analysis of theory and related problems for typical accounts on published financial statements. P-Accountancy 112.

152. *Intermediate Accounting*. (4) Continuation of Accountancy 151. P-Accountancy 151.

201. *Business Law*. (4) A study of the Uniform Commercial Code. Open only to senior accountancy majors. P-Business 261.

252. *Cost Accounting*. (4) An in-depth study of management accounting. Topics covered include budgeting, product costing, cost allocation, standard costs, transfer pricing, differential analysis, and cost behavior analysis. P-Accountancy 112.

253. *Accounting Information Systems*. (4) A study of functions performed by an adequate information system, and methods and procedures necessary to supply useful data. P-Accountancy 252.

254. *Accounting in the Not-for-Profit Sector*. (3 or 4) An examination of accounting theory and practice in governmental and eleemosynary organizations, including an examination of non-profit income accounting. P-Accountancy 151.

261. *Advanced Accounting Problems*. (4) A study of the more complex problems found in business operations, business combinations, reorganizations, and dissolution. P-Accountancy 152.

- . *Income Tax Accounting*. (5) Accounting for purposes of complying with the Internal Revenue Code. Preparation of personal and business tax returns. P-Accountancy 152.
- . *Auditing*. (4) Designed to familiarize the student with the CPA profession, with particular emphasis on the attest-function. P-Accountancy 152 and 252.
- . *CPA Review*. (4) An intensive study of CPA-type problems found on the accounting practice and accounting theory sections of the CPA exam. P-Accountancy 252 and 261.
- . *Reading and Research*. (2,3 or 4) Directed study in specialized areas of accountancy. Permission of the instructor.

Chemistry

H. Wallace Baird, Chairman

Professors H. Wallace Baird, Phillip J. Hamrick Jr., Harry B. Miller, John W. Nowell

Associate Professors Paul M. Gross Jr., Roger A. Hegstrom, Ronald E. Noffle

Assistant Professors Ronald L. Blankespoor, Willie L. Hinze

The Bachelor of Arts degree in Chemistry must include Chemistry 111-112 or 221-222, 341, 342, 361; Mathematics through 111; and Physics 111-112 or its equivalent.

The Bachelor of Science degree in Chemistry must include Chemistry 111-112 or 221-222, 334, 341-342, 361, 371, 391 or 392; Mathematics through 112; and Physics 111-112 or its equivalent. Other courses which are strongly recommended for the B.S. degree candidate are Mathematics 121 and 251 and Physics 161-162.

Chemistry majors are required to complete on a letter-grade basis the related Physics and Mathematics courses, both those which are required and those which are strongly recommended. Unless otherwise stated, all Chemistry courses are open to Chemistry majors only on a letter-grade basis.

An average of C in the first two years of Chemistry is required of students who elect to major in the Department. Admission to any class is contingent upon satisfactory grades in prerequisite courses, and registration for advanced courses must be approved by the Department.

The Department is on the list of departments certified by the American Chemical Society.

Qualified majors are considered for honors in Chemistry. To be graduated with the designation "Honors in Chemistry," a student must complete satisfactorily Chemistry 391-392 or an independent study project approved by the Department, and an examination covering primarily the independent study project. For additional information, members of the departmental faculty should be consulted.

Prospective majors are urged to take Chemistry 111-112 in the freshman year. For B.S. majors the following schedule of chemistry and closely related courses is strongly recommended:

Freshman

Chemistry 111-112
Mathematics 111-112

Sophomore

Chemistry 221-222
Mathematics 121-251
Physics 121-122

<i>Junior</i>	<i>Senior</i>
Chemistry 341-342	Chemistry 361
Chemistry 334	Chemistry 371
Physics 161-162	Chemistry 391 or 392
	Chemistry, Mathematics, or Physics electives
111,112. <i>College Chemistry</i>. (5,5) Fundamental chemical principles. Laboratory covers basic quantitative analysis. Lab-three hours. 118. <i>Principles of Chemistry</i>. (5) Fundamental chemical principles, with emphasis on structural concepts. Laboratory work in basic quantitative analysis. Lab-four hours. P-Chemistry 111; permission of the instructor. 221, 222. <i>Organic Chemistry</i>. (5,5) Principles and reactions of organic chemistry. Lab-four hours. P-Chemistry 112 or 118. 323. <i>Organic Analysis</i>. (4 or 5) The systematic identification of organic compounds. Lab-four hours. P-Chemistry 222. 324. <i>Chemical Synthesis</i>. (2 or 4) A library, conference, and laboratory course. Lab-four or eight hours. P-Chemistry 222. 334. <i>Chemical Analysis</i>. (4 or 5) Theoretical and practical applications of modern methods of chemical analysis. Lab-four hours. C-Chemistry 341. 341, 342. <i>Physical Chemistry</i>. (5,5) Fundamentals of physical chemistry. Lab-four hours. P-Chemistry 112 or 118; Mathematics 111; Physics 111-112 or 121-122. 361. <i>Inorganic Chemistry</i>. (5) Principles and reactions of inorganic chemistry. Lab-four hours. C-Chemistry 341. 362. <i>Inorganic Chemistry</i>. (4) Applications of spectroscopy to inorganic systems. Solid state chemistry. P-Chemistry 361. 371. <i>Introductory Quantum Chemistry</i>. (4) Introduction to the quantum theory and its application to chemical systems. P-Chemistry 342 or permission of the instructor. 381, 382. <i>Chemistry Seminar</i>. (0,0) Discussions of contemporary research. Attendance required of B.S. Chemistry majors in the junior and senior years. 391, 392. <i>Independent Study</i>. (2,2) Library, conference, and independent study. Lab-six hours.	

Classical Languages

John L. Andronica, Chairman

Professor Carl V. Harris

Associate Professor John L. Andronica

Assistant Professors N. Rick Heatley, Robert W. Ulery Jr.

Instructor Franklyn F. Sanders

The Department of Classical Languages offers three majors: Greek, Latin, and Classical Studies.

A major in Greek requires forty credits in the Department. Thirty-two of the credits must be in the Greek language. Classics 270 is also a requirement.

For those who begin Latin with Latin 111 or 113, a major requires thirty-credits in the Department beyond the elementary level (111-112 or 113). Twenty-eight of these credits must be in the Latin language. For those who begin in t

College with Latin 153, a major requires thirty-six credits in the Department. Twenty-eight of these credits must be in the Latin language. For those who begin with a 200-level course in the College, a major requires thirty-two credits in the Department. Twenty-four of these credits must be in the Latin language.

A major in Classical Studies requires fifty-six credits. A minimum of thirty-six credits of course work must be taken in the Department. A maximum of forty-eight credits in the Department may be exceeded only if a student undertakes course work in both Latin and Greek. The student must take a minimum of two courses at the 200-level in either Greek or Latin and the following: Art 241 (Ancient Art), Classics 265 (Greek Literature in Translation), Classics 272 (Latin Literature in Translation), Classics 270 (Greek Civilization), and Classics 271 (Roman Civilization).

A maximum of sixteen credits may be taken in the following: Art 227 (Art of the Ancient Near East), 252 (Medieval Art), 242 (Minoan and Mycanean Art), 244 (Greek Art), 245 (Roman Art), 246 (Greek and Roman Architecture); History 215, 216 (The Ancient World); Philosophy 201 (Ancient and Medieval Philosophy), 230 (Plato), 231 (Aristotle); Religion 317 (The Ancient Near East), 363 (Hellenistic Religions); Hebrew 111-112, 153, 211.*

The requirements for certification to teach Latin in high school are the same as the requirements for a major in Latin. A major in Classical Studies serves as an appropriate part of the program of studies required for certification to teach Latin in high school. A student wishing to secure this certification should confer with the chairman of the Department.

Highly qualified majors are invited by the Department to apply for admission to the honors program in Latin or Greek. To be graduated with the designation "Honors in Latin" or "Honors in Greek," they must complete an honors research project and pass a comprehensive oral examination. At least two of the courses counted toward the major must be seminar courses. For additional information members of the departmental faculty should be consulted.

Greek

01. *Intensive Introduction to Classical Greek.* (4) Greek grammar; an introduction to the reading of Greek, designed especially for those who have no knowledge of Greek and who are not contemplating further formal study of the Greek language.

11, 112. *Elementary Greek.* (5,5) Greek grammar; selections from Greek prose writers and poets.

53. *Intermediate Greek.* (4) Grammar and Xenophon's *Anabasis*. Thorough drill in syntax.

11. *Plato.* (4) Selections from the dialogues of Plato.

12. *Homer.* (4) Selections from the *Iliad* and the *Odyssey*.

21, 222. *Selected Readings.* (3,3) Intensive reading courses designed to meet individual needs and interests.

31. *The Greek New Testament.* (4) Selections from the Greek New Testament.

41. *Greek Tragedy.* (3) Euripides' *Medea*. This course includes a study of the origin and history of Greek tragedy, with collateral reading of selected tragedies in translation. Seminar.

Other courses may be allowed with the permission of the Department.

242. *Greek Comedy*. (3) Aristophanes' *Clouds*. This course includes a study of the origin and history of Greek comedy, with collateral reading of selected comedies in translation. Seminar.
- 291, 292. *Honors in Greek*. (2,2) Directed research for honors paper.

Latin

- 111, 112. *Elementary Latin*. (4,4) Introduction to Latin grammar.
113. *Elementary Latin*. (5) Introduction to Latin grammar. Covers material of Latin 111 and 112 in one semester. Not open to students who have had Latin 111 or 112.
125. *Medieval Latin*. (4) An introduction to the literary language of Western Europe, 300-1300 A.D.; reading and discussion of the literature in the original and in English.
153. *Intermediate Latin*. (5) Grammar review and selected readings.
211. *Vergil*. (4) Intensive readings from the *Aeneid*, with emphasis on literary values.
212. *Roman Historians*. (4) A reading of the works of Sallust and Livy, with attention to historical milieu and the norms of ancient historiography.
216. *Roman Lyric Poetry*. (4) An interpretation and evaluation of lyric poetry through reading from a wide variety of the poems of Catullus and Horace.
221. *Tacitus*. (4) A reading and critical analysis of the works of Tacitus.
225. *Roman Epistolography*. (4) Selected readings from the correspondence of Cicero and Pliny the Younger and the literary epistles of Horace and Ovid.
226. *Roman Comedy*. (4) Reading of selected comedies of Plautus and Terence, with a study of literary values and dramatic techniques.
241. *Satire*. (3) Selected readings from Lucilius, Horace, and Juvenal. Attention given to the origin and development of the genre. Seminar.
242. *Satire*. (3) Readings from Petronius and the *Ludus de Morte Claudii*. Seminar.
243. *Latin Readings*. (3) A course designed to meet individual needs and interests.
250. *Prose Composition*. (2)
261. *Lucretius*. (3) Readings from the *De Rerum Natura*, with attention to literary values and philosophical import. Seminar.
262. *Cicero*. (3) Readings from Cicero's philosophical essays, with a survey of Greek philosophical antecedents.
265. *The Elegiac Poets*. (3) Readings of Tibullus, Propertius, and Ovid, with the study of the elegiac tradition. Seminar.
- 291, 292. *Honors in Latin*. (2,2) Directed research for honors paper.

Classics

251. *Classical Mythology*. (4) A study of the most important myths of the Greeks and Romans. Many of the myths are studied in their literary context.
253. *Greek Epic Poetry in Translation*. (4) Oral epic poetry, with primary emphasis on the *Iliad* and the *Odyssey* of Homer and the later development of the genre.
254. *Roman Epic Poetry in Translation*. (4) A study of the Latin treatment and development of the literary form, with emphasis on Lucretius, Vergil, Ovid, and Lucan.
263. *Tragic Drama in Translation*. (4) A study of the origins and development of Greek tragedy and its influence on Roman writers, with readings from Aeschylus, Sophocles, and Euripides.

64. *Greek and Roman Comedy in Translation*. (4) Representative works of Aristophanes, Menander, Plautus, and Terence, with attention to the origins and development of comedy.
65. *A Survey of Greek Literature in Translation*. (4) A study of selections from Greek literature in English translation. A knowledge of the Greek language is not required.
70. *Greek Civilization*. (3) Lectures and collateral reading upon those phases of Greek civilization which have particular significance for the modern world. A knowledge of the Greek language is not required.
71. *Roman Civilization*. (3) Lectures and collateral reading upon the general subject of Rome's contributions to the modern world. A knowledge of the Latin language is not required.
72. *A Survey of Latin Literature in Translation*. (4) A study of selections from Latin literature in English translation. A knowledge of the Latin language is not required.
75. *Ancient and Modern Rome*. (4) Students trace the growth of Rome and Roman civilization, primarily through excursions to important archaeological sites, visits to museums, lectures, and parallel readings. *Usually offered in January*.
76. *Ancient and Modern Greece*. (4) A guided tour of the museums and archaeological sites of ancient Greece in their Byzantine and modern context, supplemented by lectures on Greek and Cretan-Minoan civilization. *Usually offered in January*.

Economics

J. Van Wagstaff, Chairman

Professor J. Van Wagstaff

Associate Professors William E. Cage, John C. Moorhouse

Assistant Professors Miles O. Bidwell, Donald E. Frey

Instructor Stuart Douglas Allen

The objectives of the Economics program are to help prepare students for effective participation in the decision-making processes of society, to develop analytical skills in solving economic problems, to promote a better understanding of alternative economic systems, and to provide a balanced curriculum that will prepare students for graduate study or positions in industry and government.

The major in Economics requires a minimum of thirty-six credits in Economics, including Economics 151, 152, 201, and 202.* The Department recommends that majors take Mathematics 111, either to fulfill the Division II requirement or as an elective.

The remaining courses for a major in Economics and courses in related fields are selected by the student and the adviser. A minimum grade average of C on all courses attempted in Economics is required for graduation.

Highly qualified majors are invited by the Department to apply for admission to the honors program in Economics. To be graduated with the designation "Honors in Economics," they must complete a satisfactory economics research project, pass a comprehensive oral examination on the project, and complete Economics 281 or 287 and Economics 288. For additional information members of the departmental faculty should be consulted.

The Departments of Mathematics and Economics offer a joint major leading to a

*Economics 111 satisfies the requirement for Economics 151 and 152 by permission of the Department.

Bachelor of Science degree in Mathematical Economics. This interdisciplinary program, consisting of no more than fifty-six credits, affords the student an opportunity to apply mathematical methods to the development of economic theory, models, and quantitative analysis. The major consists of the following course requirements: Mathematics 111, 112, 113, 121, 251; Economics 151, 152, 201, 202, 203; a joint seminar in Mathematical Economics; and three additional courses chosen with the approval of the program advisers. Students electing the joint major must receive permission from both the Department of Economics and the Department of Mathematics.

Highly qualified majors may be invited to apply for admission to the honors program in the joint major. To be graduated with the designation "Honors in Mathematics-Economics," they must complete a senior research paper and pass a comprehensive oral examination on the subject. For additional information, members of the departmental faculty should be consulted.

111. *Introduction to Economic Analysis*. (5) A one-semester survey of the discipline. Elementary supply and demand-analysis are considered, in addition to more general topics involving the formation of national economic policy. Credit is not granted for this course after Economics 151 or 152.

151. *Principles of Economics*. (4) A study of individual economic units in a market economy with some attention given to monopoly, labor unions, and poverty.

152. *Principles of Economics*. (4) Attention is focused on the functioning of the economy as a whole, with particular reference to unemployment, inflation, economic growth, and public P-Economics 151.

170. *Public Choice*. (4) Traditional tools of economic analysis are employed to explore such topics in political science as political organization, elections, coalition formation, the optimal provision of public goods, and the scope of government. *Usually offered in January*. P-Economics 151-152.

171. *Environmental Economics*. (4) The quality of life examined from an economic perspective. Pollution, population, resource depletion, and the energy crisis are some of the topics studied. *Usually offered in January*. P-Economics 111 or 151-152.

172. *International Finance*. (4) A study of financial market behavior and exchange rate fluctuations in the financial capitals of Europe. *Usually offered in January*. P-Economics 111 or 151-152.

188. *Independent Study*. (4) A student-initiated project involving reading and research. *Usually offered in January*. P-Economics 111 or 151-152 and permission of the Department.

201. *Microeconomic Theory*. (4) Develops the theory of consumer behavior and the theory of the firm, with emphasis on price and output determination under various market conditions. P-Economics 151, 152.

202. *Macroeconomic Theory*. (4) A study of Keynesian and post-Keynesian theories about the determination of the level of national income, employment, and economic growth. P-Economics 151, 152.

203. *Introduction to Econometrics*. (5) Economic analysis through quantitative methods, with emphasis on model construction and empirical research.

205. *Seminar in Mathematical Economics*. (3) Calculus and matrix methods are used to develop basic tools of economic analysis. P-Mathematics 111-112 and Economics 151-152.

221. *Public Finance*. (4) An examination of the economic behavior of government. Includes

- principles of taxation, spending, borrowing, and debt-management. P-Economics 151, 152.
22. *Monetary Theory and Policy*. (3) A rigorous development of the theory of supply and demand for money, plus the interrelationship among prices, interest rates, and aggregate output. P-Economics 151, 152.
42. *Labor Economics*. (4) Economic analysis of wages and hours, employment, wage and job discrimination, investment in education, and unions. P-Economics 151, 152.
43. *Economic Demography*. (3,4) Various aspects of population growth and fertility decisions are studied from the point of view of the new economics of time allocation. P-Economics 151, 152.
44. *Industrial Organization*. (3,4) An analysis of market structure, with particular reference to organization practices, price formation, efficiency, and public regulation. P-Economics 151, 152.
51. *International Economics*. (4) A study of international trade theory, balance of payments, foreign exchange, trade restrictions, and commercial policies. P-Economics 151, 152.
52. *Economic Growth and Development*. (3,4) A study of the problems of economic growth, with particular attention to the less developed countries of the world. P-Economics 151, 152.
55. *Comparative Economic Systems*. (3,4) An objective examination of the theory and practices of various economic systems, including capitalism, socialism, and communism. P-Economics 151, 152.
56. *Urban Economics*. (4) Application of economic theory to suburbanization, land values, urban decay, zoning, location decisions of firms and households, and metropolitan fiscal problems. P-Economics 151, 152.
51. *American Economic Development*. (4) The application of economic theory to historical problems and issues in the American economy. P-Economics 151, 152.
52. *History of Economic Thought*. (4) An historical survey of the main developments in economic thought from the Biblical period to the twentieth century. P-Economics 151, 152.
- 31, 282. *Contemporary Economic Problems*. (2,2) An economic analysis of current issues, with emphasis on contributions of economic theory to policy formation. Courses are taught sequentially during one semester. The student may take either one or both courses. P-Permission of the instructor.
37. *Senior Readings*. (3,4) A student/faculty seminar in which selected publications are analyzed and discussed. Pass/Fail. P-Permission of the instructor.
38. *Economic Research*. (4) Independent study and research supervised by a member of the departmental faculty. P-Economics 201, 202.

Education

Herman J. Preseren, Chairman

Professors Thomas M. Elmore, John E. Parker Jr., Herman J. Preseren

Associate Professors John H. Litcher, J. Don Reeves

Assistant Professors Linda N. Clark, Joseph O. Milner, Leonard P. Roberge

Lecturers Joseph Dodson, Richard I. Tirrell

Instructors Linda G. Cappel, Martha Davis

Ordinarily teacher education students major in the academic areas in which they plan to teach. Only students planning to be certified in the broad areas of intermediate education, science, or social studies are permitted to major in Edu-

cation. A major in Education requires completion of the approved program in Education and the courses listed as academic requirements for the intermediate science, or social studies certificate.

University Policy. The University recognizes that the educational profession is important to society and that the welfare of mankind is largely determined by the quality of its educational leadership. One of the major objectives of the University has been and continues to be the preparation of teachers and other professional school personnel, as endorsed by vote of the faculty on November 18, 1961.

The University is committed to quality in teacher education, as evinced by selective admission to the program, a wide range of approved courses of professional instruction, and a closely supervised practicum suitable to the professional needs of the students.

In addition to the professional program, the Department provides elective courses open to all students, including those not in teacher education program. Such courses supplement the work of other departments and provide general education for the liberal education of students.

Teacher Certification. The North Carolina State Department of Public Instruction issues the Professional Class A teacher's certificate to graduates of the University who have completed an approved program, including the specified courses in their teaching field(s), the prescribed courses in Education, demonstrated specified competencies, and who receive recommendations from the designated official(s) of their teaching area(s) and from the chairman of the Department or his or her deputy.

Special students not completing an approved program are required to secure an analysis of their deficiencies for the Class A certificate from the Department, which will help plan a program to remove these deficiencies.

Certification requirements for other states should be secured from the Department for assistance in planning a program to meet the certification requirements of those states.

Admission Requirements. Admission to the teacher education program normally occurs during the sophomore year. Admission involves filing an official application with the Department, being screened by faculty committees, and being officially approved by the Department.

Course Requirements. The approved program of teacher education requires candidates to complete successfully a series of professional education courses. Psychology 151 and Speech 151 are recommended electives. The exact sequence of professional and academic courses varies with a student's particular program and is determined in conference with the candidate, his or her adviser, and/or a member of the Education faculty. In most cases, the majority of the professional work in the teacher education program is taken simultaneously during one semester of the senior year, according to the availability of programs. Candidates for the intermediate certificate may begin course work required for certification as early as the sophomore year.

While enrolled in the block semester the student will not be allowed to take courses concurrently that would interfere with assigned student teaching during the regular public school day (generally 8:00 a.m. to 3:45 p.m.), or to take more

than one course occurring outside the regular school day.

Student Teaching. Prerequisites for registering for student teaching include (1) junior or graduate standing or classification as a graduate-level special student; (2) completion of course(s) in the Foundations of Education and either Education 202 or 203; (3) an average of at least C on all courses taken in the College; (4) a grade average of at least C on all courses taken in the area of certification or, in case of two or more fields of certification, in each of the areas; (5) approval for admission to the teacher education program; (6) submission of a recent tuberculin test or X-ray report showing "no significant abnormalities"; and (7) approval by the director of undergraduate teacher education or the director of intermediate education.

Students are assigned to student teaching opportunities by public school officials on the basis of available positions and the professional needs of the student and the public school system. (The University does not assume the responsibility for transportation to schools during student teaching.)

Teaching Area Requirements

English — thirty-six credits, including four credits from courses numbered 160-175; at least sixteen credits from courses numbered 300-399; 323; 390.

French — thirty-six credits, including French 153, 216 or 217, 221, 222, 224, or their equivalents; at least eight credits in French literature beyond 217.

Spanish — thirty-six credits, including Spanish 153, 215 or 216, 221, 222, 223, 224, or their equivalents; eight credits from 225, 226, 227; at least four additional credits in literature.

French and Spanish — fifty-six credits, including French 153x, 216, 217, 221, 222, and 224, plus Spanish 153x; either 215 or 216; 221; 222; either 223 or 224; and eight credits from 225, 226, 227, or their equivalents.

German — thirty-two credits, including German 153, 211, 212; eight credits from German 217, 218, 219, 220; at least twelve credits in German literature beyond 212.

Latin — based on two high school units, thirty-six credits in the Department of Classical Languages, of which twenty-one must be in the Latin language.

Intermediate Education — forty-two credits, including appropriate basic and divisional course requirements; eight credits in language arts; eight credits in social studies; eight credits in science; eight credits in mathematics; four credits in music; four credits in humanities; two credits in physical education. Remaining certification requirements are obtained through intermediate education courses and an academic concentration in one of the teaching areas of the intermediate grades.

Mathematics — forty credits, including Mathematics 111, 112, 113, 121, 221, 231, 322; at least eight credits from other 300-level courses.

Music — forty-eight credits, including Music 171-174, 182, 184, 186, 187, 213, 214; Education 280, 282, 284, 291.

Physical Education and Health — forty-four credits, including Physical Education 20, 221, 222, 224, 230, 241, 242, 251, 258, 310, 353, 357, 360, 363; Biology 111 and 150.

Science — ten credits each in biology, chemistry, and physics; eight credits in mathematics; additional work in the area of concentration — Biology (twenty credits), Chemistry (twenty credits), or Physics (seventeen credits). For certification in the individual fields of science, the following are required: Biology (thirty credits), Chemistry (thirty credits), or Physics (twenty-seven credits).

Social Studies — forty-eight credits, including twenty-four credits in History with at least six to eight credits in United States history and six to eight credits in world (European) history; twenty credits from Politics, Sociology, Anthropology, or Economics, with no more than eight credits in any one area; and four credits in geography. For certification in the individual fields of the social studies, the following are required: Economics (twenty-four credits), Politics (twenty-four credits), History (twenty-four credits, with at least six to eight credits in United States history and six to eight credits in world [European] history), and Sociology (twenty-four credits).

Speech Communication — forty-four credits, including Speech Communication 121, 151, or 152, 153, 155 or 376, 161, 231, 252 or S355, 261, and 241 or 245 or 283-284, and two 300-level Speech Communication electives.

Theatre Arts — forty to forty-two credits, including Speech Communication 121, 151, 223, 231, 226, 227, 283-284, 322 or S324, and 327 or 328; English 329 or 323 or 369; Physical Education 162.

Speech and Theatre — fifty credits, including Speech Communication 121 or 241 or 245, 151 or 152, 153, 155 or 376, 161 or 227, 231, 223, 226, 252 or S355, 261, 283-284, 321-322.

Education courses required for a secondary or special subject certificate are Education 201 or both 303 and 304; 202 or 203; 211; 251; 291; and 331. Education courses required for an intermediate certificate are Education 201, 303, 304 (two courses); 222 or 203; 211; 221; 222; 223; 251; 271 or 272; 293; 295; 296; and 313.

201. *Foundations of Education*. (4) Philosophical, historical, and sociological foundations of education, including analysis of contemporary issues and problems.

202 or 203. *School Practicum*. (2) Assigned experiences in elementary and secondary schools. Weekly seminar.

211. *Educational Psychology*. (4) General principles of human development. The nature, theories, processes, and conditions of effective teaching-learning. Appraising and directing learning. P-Education 201 or permission of the instructor.

221. *Children's Literature and Reading*. (5) A survey of the types of literature appropriate for the intermediate grades and an investigation of the basic problems in reading.

222. *The Arts in the Intermediate Grades*. (4) The development of skills in music, fine arts, and basic physical activities appropriate to the intermediate grades.

223. *Health and Physical Education for the Intermediate Grades*. (4) The development of physical education skills appropriate for the intermediate grade teacher and an understanding of the personal and community health needs appropriate for the grade level.

251. *Student Teaching*. (6) Observation and experience in school-related activities. Supervised student teaching. Graded Pass/Fail. P-Education 201 and permission of the instructor.

271. *Introduction to Geography*. (4) A study of the physical environment and its relationship to man, including an examination of climate, vegetation, soils, water resources, and land forms found in various regions throughout the world.

2. *Geography Study Tour*. (4) A guided tour of selected areas to study physical, economic, and cultural environments and their influence on man. Background references for reading suggested prior to the tour.
3. *Methods and Materials*. (4) Methods, materials, and techniques used in teaching the various subjects. P-Education 201 and permission of instructor.
4. *Teaching of English*. Fall and spring.
5. *Teaching of Foreign Language*. Fall.
6. *Teaching of Mathematics*. Spring.
7. *Teaching of Music*. Fall.
8. *Teaching of Physical Education and Health*. Spring.
9. *Teaching of Science*. Fall.
10. *Teaching of Social Studies*. Fall and spring.
11. *Teaching of Speech*. Spring.
12. *Intermediate School Curriculum: Theory and Practice*. (3) General principles of curriculum instruction and teaching methods. Introduction to the use of audio-visual materials and equipment.
13. *Methods and Materials for Teaching Language Arts and Social Studies*. (3) A survey of the basic materials, methods, and techniques of teaching the language arts and social studies in the intermediate grades. P-Permission of the instructor.
14. *Methods and Materials for Teaching Science and Mathematics*. (3) A survey of the basic materials, methods, and techniques of teaching science and mathematics in the intermediate grades. P-Permission of the instructor.
15. *Audiovisual Education*. (4) Introduction to the field of audiovisual education, development, and application of skills in the use of instructional materials, equipment, and programs.
16. *Production of Instructional Materials*. (4) Methods of producing instructional materials and other technological techniques. P-Education 301.
17. *History of Western Education*. (4) Educational theory and practice from ancient times through the modern period, including American education.
18. *Theories of Education*. (4) Contemporary proposals for educational theory and practice studied in the context of social issues.
19. *Studies in the History and Philosophy of Education*. (4) A study of selected historical eras, influential thinkers, or crucial problems in education. Topics announced annually.
20. *Human Growth and Development*. (4) Theories of childhood and adolescent development and their educational implications physically, intellectually, emotionally, socially, and morally.
21. *Educational Statistics*. (4) Descriptive, inferential, and nonparametric statistical procedures involved in educational research. Not open to students who have taken Psychology 1 and 212. P-Permission of the instructor.
22. *The School and Teaching*. (4) Organization of the school system; bases of education; the curriculum; major problems of education and teaching; the role of the teacher; psychological aspects of teaching. P-Education 201 and permission of the instructor.
23. *Principles of Counseling and Guidance*. (4) Counseling history, philosophy, theory, procedure, and process. Therapeutic and developmental counseling approaches in guidance and personnel work in educational, social, business, and community service agencies.
24. *Reading in the Content Areas*. (1) The course provides an introduction to teaching the basic reading skills at the intermediate and secondary level; vocabulary, comprehension,

reading rate, selection of texts, and critical and interpretive reading. Particularly stressed are diagnoses of reading problems and techniques for correcting these problems in specific subject content areas.

English

Robert N. Shorter, Chairman

**Professors John A. Carter Jr., Thomas F. Gossett,
Alonzo W. Kenion, Elizabeth Phillips, Lee H. Potter,
Edwin Graves Wilson**

**Associate Professors Doyle R. Fosso, W. Dillon Johnston,
Robert W. Lovett, Robert N. Shorter**

**Assistant Professors R. Edward Lobb, J. Rodney Meyer,
William M. Moss, Carolyn M. Pyrek, Steven J. Pyrek,
Beulah L. Raynor, Michael Roman, Laura P. Rice-Sayre,
Henry M. Sayre, Blanche C. Speer**

Lecturers Dolly A. McPherson, Bynum G. Shaw

Instructors Patricia A. Johnson, R. Lance Snyder

The prerequisite for all advanced courses in English is any one of the courses in English and American literature numbered 160, 165, 170 or 175, all of which are offered each semester. Courses in journalism and writing, beyond the basic requirement of freshman composition, are offered as related subjects in the Department. They may be taken as electives regardless of the field of study in which a student majors.

The major in English requires a minimum of thirty-six credits, at least twenty-eight of which must be earned in courses in literature numbered 300 and above.



Major students must take a course in Shakespeare, one 300-level course in American literature, and four additional 300-level courses in English literature before 1900, at least two of which must be in literature before 1800. They must take one of the 300-level courses designated by the Department as a seminar. Major students and their advisers will plan programs to meet these requirements and to insure that the student does some work in the major literary types.

Highly qualified major students are invited by the Department to apply for admission to the honors program in English. To be graduated with the designation "Honors English," they must meet the minimum requirement of 3.5 in the major and complete the requirements for English 388. For additional information members of the departmental faculty should be consulted.

Unless otherwise indicated, any course in English may carry either three or four credits according to the number of class meetings. The amount of reading and writing is adjusted to the assigned credit for the course.

Lower Division Courses

1. *Composition Review*. (0) Essentials of standard usage and the basic principles of composition; frequent exercises.

10. *English Composition*. (3 or 4) Training in expository writing; frequent essays based on readings.

12. *English Composition and Literature*. (3 or 4) Training in expository writing based on the reading of literature. P-Permission of the Department.

10. *Survey of Major British Writers*. (3 or 4) Eight to ten writers representing different periods and genres; primarily lecture.

15. *Studies in Major British Writers*. (3 or 4) Three to five writers representing different periods; primarily discussion with frequent short papers. Limited enrollment.

10. *Survey of Major American Writers*. (3 or 4) Nine to eleven writers representing different periods; primarily discussion with frequent short papers. Limited enrollment.

15. *Studies in Major American Writers*. (3 or 4) Three to five writers representing different periods; primarily discussion with frequent short papers. Limited enrollment.

10. *Traditions of Humanity: The Liberal Arts*. (2) A study of major concepts of liberal education in the Western world.

15. *Recent American Poetry*. (3) Selections from the poetry of Robert Penn Warren, Randall Jarrell, A. R. Ammons, James Dickey, Adrienne Rich, and Denise Levertov.

19. *Individual Study*. (3 or 4) A course of independent study with faculty guidance. By pre-arrangement.

Proficiency in the use of the English language is recognized by the faculty as a requirement in all departments. A composition condition, indicated by cc under the grade for any course, may be assigned in any department to a student whose writing is unsatisfactory, regardless of previous credits in composition. The writing of transfer students is checked during the orientation period each term, and students whose writing is deficient are given a composition condition. For removal of a composition condition the student is required to take English 11 during the first semester for which he or she registers following the assignment of the cc. Removal of the deficiency is a prerequisite to graduation.

Either 110 or 112 is a prerequisite for all other courses in English unless the basic requirement is waived. Either course fulfills the basic course requirement.

January Courses*

115. *Arthurian Romance: The Study of a Legend*. (4) Study of the Arthurian legend with emphasis on Malory's account of the rise and fall of the Fellowship of the Round Table and the tracing of the legend through subsequent literature.
184. *Film Art: Reviews and Criticism*. (4) A critical examination of the difference between criticism and reviews: practical experience in screening, reviewing, and criticizing feature films.
280. *London, Dublin, and the West of Ireland*. (4) In London and Ireland the course studies modern Irish writers, both the generation before the Rising of Easter 1916 and contemporary writers.
283. *Poetry Workshop*. (4) The practice and study of the writing of poetry. The class meets regularly to read and discuss student work.
351. *Hardy the Novelist*. (4) A study of Thomas Hardy's six major novels, with emphasis on the theme of the intrusion of modern attitudes upon traditional communal life.
366. *The Art of T. S. Eliot*. (4) A study of T. S. Eliot focusing upon his achievements in poetry with some attention to his dramatic works.

Journalism and Writing Courses

270. *Introduction to Journalism*. (3 or 4) Survey of the fundamental principles of news-gathering and news-writing; study of news and news values, with some attention to representative newspapers.
272. *Editing*. (3 or 4) A laboratory course in copy-editing, headline-writing, typography, make-up; includes both newspaper and magazine editing. P-English 270.
276. *Advanced Journalism*. (3 or 4) Intensive practice in writing various types of newspaper stories, including the feature article. Limited to students planning careers in journalism. P-English 270.
278. *History of Journalism*. (3 or 4) A study of the development of American journalism and its English origin; detailed investigations of representative world papers.
284. *The Essay*. (2) Primarily for those interested in writing for publication, with concentration on writing various types of essays. P-Permission of the instructor.
285. *Poetry Workshop*. (2) A laboratory course in the writing of verse. Study of poetic technique and forms as well as works of contemporary poets. Frequent individual conferences.
286. *Short Story Workshop*. (2) A study of the fundamental principles of short fiction writing; practice in writing, extensive study of short story form. P-Permission of the instructor.
- 383, 384. *Theory and Practice of Verse Writing*. (4,4) Emphasis is placed on reading and discussing student poems in terms of craftsmanship and general principles.

Advanced Language and Literature Courses

304. *History of the English Language*. (3 or 4) A survey of the development of English syntax, morphology, and phonology from Old English to the present, with attention to vocabulary growth.
310. *Studies in Medieval Literature*. (3 or 4) Selected readings from areas such as religious drama, non-dramatic religious literature, romance literature, literary theory, and philosophy.

* These courses, representative of the January curriculum, are not necessarily repeated every year but were offered in 1977.

5. *Chaucer*. (3 or 4) Emphasis on *The Canterbury Tales* and *Criseyde*, with some attention to other minor poems. Consideration of literary, social, religious, and philosophical background.
10. *English Drama to 1642*. (3 or 4) English drama from its beginning to 1642, exclusive of Shakespeare. Representative Cycle plays, Moralities, Elizabethan and Jacobean tragedies, comedies, and tragi-comedies.
23. *Shakespeare*. (3 or 4) Twelve representative plays illustrating Shakespeare's development as a poet and dramatist.
25. *Studies in English Literature, 1500-1660*. (3 or 4) Selected topics, prose, and poetry from the sixteenth or seventeenth centuries, exclusive of drama and Milton. Emphasis on Elizabethan writers like Spenser or on Donne and the Metaphysical poets.
27. *Milton*. (3 or 4) The poetry and selected prose of John Milton, with emphasis on *Paradise Lost*.
30. *English Literature of the Eighteenth Century*. (3 or 4) Representative poetry and prose, exclusive of the novel, 1700-1800, drawn from Addison, Steele, Defoe, Swift, Pope, Johnson, Goldsmith, and Burns. Consideration of cultural backgrounds and significant literary trends.
32. *Satire*. (3 or 4) The nature of the satiric form and the satiric spirit as revealed through reading and critical analysis of significant examples, mostly English and American.
35. *Eighteenth Century Fiction*. (3 or 4) Primarily the fiction of Defoe, Richardson, Fielding, Smollett, Sterne, and Austen.
50. *Romantic Poets*. (3 or 4) A review of the beginnings of Romanticism in English literature, followed by study of Wordsworth, Coleridge, Byron, Keats, and Shelley; collateral reading in the prose of the period.
53. *The Nineteenth Century English Novel*. (3 or 4) Representative major works by Dickens, Eliot, Thackeray, Hardy, the Brontës, and others. Lectures and discussion.
54. *Victorian Poetry*. (3 or 4) A study of Tennyson, Browning, Hopkins, and Arnold or another Victorian poet.
60. *Studies in Victorian Literature*. (3 or 4) Selected topics, such as development of genres, major texts, and cultural influences. Readings in poetry, fiction, autobiography, and other prose.
62. *Blake, Yeats, and Thomas*. (3 or 4) Reading and critical analysis of the poetry of Blake, Yeats, and Dylan Thomas; study of the plays of Yeats and his contemporaries in the Irish Renaissance, especially Synge and Lady Gregory.
64. *Studies in Literary Criticism*. (3 or 4) Consideration of certain figures and schools of thought significant in the history of literary criticism.
65. *Twentieth Century British Fiction*. (3 or 4) A study of Conrad, Lawrence, Joyce, Forster, Woolf, and later English writers, with attention to the social and intellectual backgrounds.
67. *Twentieth Century Poetry*. (3 or 4) Selected American and British poets from 1900 to 1965.
68. *Studies in Irish Literature*. (3 or 4) Critical readings of the works of major Irish writers within the context of the political, social, and literary history of Ireland.
69. *Modern Drama*. (3 or 4) Modern drama from its late nineteenth century naturalist beginnings to the contemporary existentialist-absurdist theater.
72. *American Romanticism*. (3 or 4) Writers of the mid-nineteenth century, including Emerson, Thoreau, Hawthorne, and Melville.
74. *Intellectual and Social Movements in American Literature to 1965*. (3 to 4) Selected topics such as Puritanism, the Enlightenment, Transcendentalism, and Romanticism.

376. *American Poetry from 1855 to 1900*. (3 or 4) Readings from at least two of the following poets: Whitman, Dickinson, Melville.
378. *Literature of the South*. (3 or 4) The aesthetic, philosophical, and sociological dimensions of the best literature of the South, from the colonial to the contemporary period. Writers include the regional humorists, Faulkner, Ransom, and Tennessee Williams.
380. *American Fiction from 1865 to 1915*. (3 or 4) Such writers as Twain, James, Howells, Crane, Dreiser, Wharton, and Cather.
381. *Studies in Black Literature*. (3 or 4) Reading and critical analysis of selected fiction, poetry, drama, and other writing by representative black Americans.
382. *Modern American Fiction, 1915 to the Present*. (3 or 4) To include such writers as Lewis, Hemingway, Fitzgerald, Faulkner, Steinbeck, Wolfe, Wright, Katherine Anne Porter, Mailer, Bellow, Malamud, Flannery O'Connor, Baldwin, and Styron.
386. *Directed Reading*. (3 or 4) A tutorial in an area of study not otherwise provided by the Department; granted upon departmental approval of petition presented by a qualified student.
388. *Honors in English*. (3 or 4) A conference course centering upon a special reading requirement and a thesis requirement. For senior students wishing to graduate with "Honors in English."
389. *The Use of the Library in Literary Research*. (2) Attention to materials, methods, and bibliography for study in literature.
390. *The Structure of English*. (3 or 4) An introduction to the principles and techniques of modern linguistics applied to contemporary American English.

German

Ralph S. Fraser, Chairman

Professors Ralph S. Fraser, James C. O'Flaherty

Associate Professors Wilmer D. Sanders, Larry E. West

Assistant Professor Timothy F. Sellner

A major in German requires thirty-seven credits beyond German 111-112 and should include 281 and 285.

Highly qualified majors are invited by the Department to apply for admission to the honors program in German. To be graduated with the designation "Honors in German," they must complete a senior research project and pass a comprehensive examination. For additional information members of the departmental faculty should be consulted.

Attention is called to the exchange program with the Free University of Berlin.

111, 112. *Elementary German*. (4,4) This course covers the principles of grammar and pronunciation and includes the reading of simple texts. Lab-one hour.

150. *Man spricht Deutsch auch in Oesterreich*. (4) Three weeks of intensive language and cultural study in Vienna, Austria. Travel to Salzburg and Munich. Offered in January. P-One semester German.

152. *Intermediate German*. (4) The principles of grammar are reviewed; reading of selected prose and poetry. Lab-one hour. P-Three years of high school German.

153. *Intermediate German*. (5) The principles of grammar are reviewed; reading of selected prose and poetry. Lab-one hour. P-German 111, 112.

- 1, 212. *Introduction to German Literature.* (4,4) The object of this course is to acquaint the student with masterpieces of German literature. Parallel reading and reports. P-German 152 or 153.
6. *Basic Conversation: Level One.* (4) Intensive practice of speech patterns; daily sessions, language laboratory practice. *Offered in January.* P-German 111 or 112 with grade of C or better.
7. *Conversation and Phonetics.* (4) A course in spoken German emphasizing facility of expression. Considerable attention is devoted to phonetics. P-German. 152, 133, or equivalent.
8. *Composition and Grammar Review.* (4) A review of the fundamentals of German grammar with intensive practice in translation and composition. P-German 152 or 153 or equivalent.
9. *Advanced Composition.* (4) A study of advanced grammar and composition. English texts translated into German in addition to free composition in German. P-German 218 or equivalent.
10. *German Civilization* (4) A survey of contemporary German culture, including a study of its historical development in broad outline. The course is conducted in German. P-German 217 or permission of the instructor.
12. *Nietzsche in Translation.* (4) Intensive study of selections from Nietzsche's works, with emphasis on his development as a writer and thinker. *Offered in January.* P-Sophomore, junior, or senior standing.
13. *Weimar Germany.* (3) Historical and literary examination of Weimar Germany, 1919-1933. Authors include Thomas and Heinrich Mann, Grimm, Juenger, Johst, Hesse, Doebelin, Brecht, Kafka, Tucholsky, Fallada, and Stefan Zweig. German or History credit determined at registration.
19. *Old High German and Middle High German Literature.* (4) The study of major writers and works from these two areas emphasizes major writings of the chivalric period. P-German 211, 212, or equivalent.
20. *Renaissance, Reformation, and Baroque German Literature.* (4) A study of major writers and works from the post-chivalric period to approximately 1700. P-German 211, 212, or equivalent.
23. *Eighteenth Century German Literature.* (4) A study of major writers and works of the enlightenment and *Sturm und Drang*. P-German 211, 212, or equivalent.
23. *German Literature of the Nineteenth Century I.* (4) Poetry, prose, dramas, and critical works from approximately 1795 to 1848. P-German 211, 212, or equivalent.
24. *German Literature of the Nineteenth Century II.* (4) Readings from the beginnings of poetic realism to the advent of naturalism. P-German 211, 212, or equivalent.
270. *Individual Study.* (3) Studies in literature not ordinarily read in other courses. P-German 211, 212, and permission of the instructor.
281. *Seminar: Twentieth Century Prose.* (4) Intensive study of certain works by Thomas Mann, Hesse, and Kafka, plus considerable outside reading. P-German 211, 212, or equivalent.
285. *Seminar in Goethe.* (4) *Faust* Part I studied in class. Parallel readings in other works by Goethe will be assigned. P-German 211, 212, or equivalent.
- 287-288. *Honors in German.* (3,3) A conference course in German literature. A major research paper is required. Designed for candidates for departmental honors.

History

Richard L. Zuber, Chairman

Professors Richard C. Barnett, Cyclone Covey,

Balkrishna Govind Gokhale, J. Edwin Hendricks, Percival Perry,

David L. Smiley, Henry S. Stroupe, Lowell R. Tillett,

W. Buck Yearn, Richard L. Zuber

Associate Professors James P. Barefield, Merrill G. Berthrong,

James G. McDowell, Thomas E. Mullen, J. Howell Smith

Assistant Professors David W. Hadley, Louise Hoffman,

Michael L. Sinclair, Alan J. Williams

The major in History consists of a minimum of thirty-six credits. It must include History 310, from six to eight credits in United States history, from six to eight credits in European history, and three or four credits in non-Western history. No more than two courses from History 111, 112, 113 may be counted toward the major.

Highly qualified majors are invited by the Department to apply for admission to the honors program in History. To be graduated with the designation "Honors in History," they must complete satisfactorily History 287 and 288 and pass comprehensive written examination. For additional information members of the departmental faculty should be consulted.

Students contemplating graduate study should plan to take required and general survey courses early in their college careers, should take Historiography, and should acquire a reading knowledge of one modern foreign language (preferably French, German, or Russian) for the M.A. degree and two for the Ph.D. degree (For information regarding the Master of Arts degree in History at the University see the bulletin of the Graduate School.)

111. *Europe from the Renaissance to 1789*. (4) A survey.

112. *Europe from 1789 to 1914*. (4) A survey.

113. *Europe and the Twentieth Century World*. (4) A survey from 1914 to the present.

131. *European Historical Biography*. (2) Study of biographies of several men and women who have influenced the history and civilization of Europe.

151, 152. *The United States*. (4,4) Political, social, economic, and intellectual aspects. 151 before 1865; 152, after 1865.

160. *Freud*. (4) An investigation of Freud's basic ideas in the context of his time. Books to read include *The Interpretation of Dreams*, *Civilization and Its Discontents*, and Jones' biography in the Trilling abridgment.

162. *From the Forest of Wake to the Red Hills of Forsyth: The History of Wake Forest University*. (4) A survey of the history of Wake Forest from its beginning. To include reading assignments, lectures, and talks from those who remember life on the old campus, a look at the oral and written history project now in progress, and a brief visit to the town of Wake Forest. Offered in January.

163. *Russian History and Culture from the Source*. (4) A study tour of historic sites and cultural centers of the Soviet Union. Offered in January.

The American People and China. (4) A topical study of the images and attitudes of Americans toward China. All students read John K. Fairbank's *The United States and China* and A. Teele's *The American People and China*, after which they select individual topics on which to present oral reports. Additional readings stress conflicting interpretations of major issues in Sino-American relations.

Contemporary Conflict. (4) A study of the background of four conflicts to be studied as selected by the class members.

Era of Individualism, 1954-1966. (4) An intensive study of the period 1954-1966, during which privileged, prosperous Americans shared in seeking civil and personal rights for the newly rediscovered deprived minorities. A nostalgic examination of the time of optimism between McCarthyism and the rise of the Nixonian "Silent Majority," when there was hope that a society could provide both equal opportunity to all its citizens and special rewards to the citizens who excelled individually. Much responsible student participation is expected, with the possibility of an exam. No limit, but size of class influences type of instruction. Pass/Fail. Usually offered in January.

The American Revolution in the South. (4) Readings, lectures, discussions, and field trips relating to military, governmental, economic, social, and cultural aspects of the South, 1764-1783. North Carolina emphasized. Groups and/or private field excursions to Revolutionary sites conducted under the supervision of the instructor. A research project and report required. Pass/Fail. Usually offered in January. P-Permission of the instructor.

216. *The Ancient World.* (4, 3 or 4) Critical focus on the Greeks in the fall and Romans in the spring, but in global context of paleolithic to medieval; psychological-philosophical emphasis.

The Middle Ages. (4) A survey of European history, 400-1300, stressing social and cultural developments.

The Renaissance and Reformation. (4) Europe from 1300 to 1600. Social, cultural, and intellectual developments stressed. Students may take either segment of the course separately.

The Renaissance. (2) (See 222 for description.)

The Reformation. (2) (See 222 for description.)

Weimar Germany. (3) Historical and literary examination of Weimar Germany, 1919-1933. Authors include Thomas and Heinrich Mann, Hans Grimm, Juenger, Johst, Hesse, Doebelin, Brecht, Kafka, Tucholsky, Fallada, and Stefan Zweig. German or History credit determined by registration.

European Historical Novels. (2) Study of the accuracy and value, from the standpoint of the historian, of a selection of historical novels.

Afro-American History. (4) The role of Afro-Americans in the development of the United States, with particular attention to African heritage, forced migration, Americanization, and influence.

Economic History of the United States. (3) The economic development of the United States from colonial beginnings to the present.

American Diplomatic History. (4) An introduction to the history of American diplomacy since 1776, emphasizing the effects of public opinion on fundamental policies.

Colonial Latin America, 1492-1825. (4) Cultural configurational approach.

288. *Honors in History.* (4,4) A two-semester sequence of seminars on problems of his-

torical synthesis and interpretation. Designed for seniors who are candidates for honors in history.

310. *Seminar*. (4) Offered by members of the faculty on topics of their choice. A paper required.

311, 312. *Social and Intellectual History of Modern Europe*. (4,4) Intellectual trends in Western European civilization. Fall, seventeenth and eighteenth centuries; spring, nineteenth and twentieth centuries.

316. *France and England in the Twelfth and Thirteenth Centuries*. (4) The structure of society, the nature of law, church-state relations, intellectual developments. P-History 315 or permission of the instructor.

319, 320. *Germany*. (4,4) Fall, origins of the German nation and the rise of Prussia in the context of particularism; spring, from World War I to divided Germany.

321. *France: Old Regime and Revolution*. (4) The reconstruction of political and social order following the Wars of Religion; the Enlightenment; the collapse of the monarchy.

322. *France Since the Revolution*. (4) The quest for a new internal order and the reaction of France to an era of rapid change; from the fall of Robespierre to the departure of Charles de Gaulle.

323, 324. *England*. (4,4) A political and social survey, with some attention to continental movements. Fall, to 1603; spring, 1603 to present.

325. *Tudor and Early Stuart England*. (4) A constitutional and social study of England from 1500 to 1641.

329, 330. *Modern England*. (4,4) Political, social, economic, and cultural history of England since 1714. Fall, to 1815; spring, since 1815.

331, 332. *Russia*. (4,4) Primarily political, with some attention to cultural and social developments. Fall, the Russian Empire; spring, the Soviet Union.

333. *European Diplomatic History, 1848-1914*. (4) Research-discussion seminar, with emphasis on topics from the Bismarck era.

339. *Women in European History*. (3 or 4) The evolution of women's social roles, attitudes toward woman, and feminist activities in the context of the social, economic, political, and intellectual history of modern Europe.

341. *Southeast Asia from 1511 to Present*. (4) A survey of the history and culture of Southeast Asia under Western colonial systems, with special reference to economic, social, and cultural developments, the rise of nationalism, and emergence of new nation-states.

342. *The Middle East from Suleiman the Magnificent to the Present*. (4) Major subjects covered: the rise and fall of the Ottoman Empire, the Arabs and Persians under Ottoman hegemony, rise of Arab nationalism, and the emergence of the modern Arab states and their roles in the post-World War II era.

343. *Imperial China*. (4) Development of traditional institutions in Chinese society to 1911; attention to social, cultural, and political factors, emphasizing continuity and resistance to change.

344. *Modern China*. (4) Manchu Dynasty and its response to the Western challenge; 1911 Revolution; warlord era and rise of the Communists; Chinese Communist society; Cultural Revolution.

345, 346. *History and Civilization of South Asia*. (4,4) An introduction to the history and civilization of South Asia. Emphasis on historical developments in the social, economic, and cultural life.

India in Western Literatures. (4) A one-semester historical survey of images of India in western literatures, with special reference to religious and philosophical ideas, art, polity, economy, and culture.

350. *East Asia.* (4,4) An introduction to the social, cultural, and political development of China, Japan, and Korea. Fall, to 1600; spring, since 1600.

352. *Social and Intellectual History of the United States.* (4,4) The relationship between ideas and society. Religion, science, education, architecture, and immigration are among the topics discussed.

Colonial English America, 1582-1774. (4) Determinative episodes, figures, allegiances, perceptions, and results of the period, organically considered.

Revolutionary and Early National America, 1763-1820. (4) The American Revolution, its causes and effects, the Confederation, the Constitution, and the new nation.

The Westward Movement. (4) The role of the frontier in United States history, 1763-1890.

Jacksonian America, 1820-1850. (4) The United States in the age of Jackson, Clay, Calhoun, and Webster. A biographical approach.

The Civil War and Reconstruction. (4) The political and military events of the war, and the economic, social, and political readjustments which followed.

The United States from Reconstruction to World War I. (4) National progress and problems during an era of rapid industrialization.

Twentieth Century America I. (4) The transition of America from World War I to the eve of World War II, with special emphasis on the Roaring Twenties and the New Deal.

Twentieth Century America II. (4) Recent United States development from Pearl Harbor to the eve of the present.

American Constitutional History. (4) Origins of the Constitution, the controversies involving the nature of the union, and constitutional readjustments to meet the new American industrialism.

364. *The South.* (4,4) Geography, population elements, basic institutions, and selected events.

Women in American History. (4) A survey of the roles and activities of women in America, with emphasis upon selected individuals.

Studies in Historic Preservation. (4) An analysis of history museums and agencies and of the techniques of preserving and interpreting history through artifacts, restorations, and reconstructions. P-Permission of the instructor.

368. *North Carolina.* (4,4) Selected phases of the development of North Carolina from colonial beginnings to the present. Fall, to 1789; spring, since 1789.

392. *Historiography.* (4,3) The principal historians and their writings from ancient times to the present. Fall, European historiography; spring, American historiography.

Individual Study. (4) A project in an area of study not otherwise available in the Department; permitted upon departmental approval of petition presented by a qualified student.

399. *Directed Reading.* (1-4).

Humanities

3. *The Baroque World View.* (4) This course examines man's self-view during the Baroque period through a study of a small number of the period's cultural manifestations, such as art, literature, religious architecture, meditative poetry, table manners, and demonology. Works by

Monteverdi, Rubens, Corneille, and Shakespeare, among others, are considered. All readings are in English, although students with a knowledge of a foreign language are encouraged to use that knowledge. *Offered in January.*

165. *Black African Literature.* (4) A general introductory course. Study of the origins and development of black African literature. Analysis of representative works of poetry, fiction, and essays. Readings and classes are in English. Originals in French also available for many titles. Discussions, occasional lectures, reports, and papers. *Offered in January.*

213. *Studies in European Literature.* (4) A study of approximately twelve works in translation taken from European literature. Satisfies a Division I requirement.

214. *Contemporary Fiction.* (4) A study of contemporary European and Latin American fiction in translation.

215. *Germanic and Slavic Literature.* (4) A study of approximately twelve works in translation taken from Germanic and Slavic literatures. *Offered in alternate years.*

216. *Romance Literature.* (4) A study of approximately twelve works in translation taken from Romance literatures. *Offered in alternate years.*

217. *European Drama.* (4) A study of selected works in translation, from the seventeenth to the twentieth century, by major continental dramatists.

225. *Nineteenth Century Romanticism: Philosophy and Art.* (4) A study of the Romantic movement as expressed in the philosophy and art of Europe and the United States in the nineteenth century.

227. *Issues in Nineteenth Century America.* (4) An interdisciplinary study of nineteenth century American culture, including art, literature, music, and philosophy, as it reflects and gains insight into some issues crucial to the developing nation.

241. *Eighteenth Century France.* (4) A survey of the chief literary, political, and philosophical aspects of eighteenth century France, with a survey of contemporary movements in painting, sculpture, and architecture.

250. *Discovering the Visual and Verbal Modes of the Twentieth Century.* (4) An exploration of the ideas, values, and feelings found in the art and literature of representative twentieth century figures: Kandinsky, Stevens, Picasso, Kafka, Leger, Beckett, Klee, Ionesco, Pollock, Faulkner, Chagall, Barth, and others.

350. *What the Arts Have Been Saying Since 1800.* (4) An experiment in developing interpretive judgment and insight, regarding music, painting, and literature as articulations of the frontiers of consciousness of the period.

358. *An Editor Looks at the Rights of American Citizens, 1965-1976.* (3) Current developments in the field of constitutional rights as seen by a newspaper editor.

373. *France in the Thirties: Literature and Social Consciousness.* (4) A study in English of Malraux, Artaud, Giraudoux, and Breton.

374. *French Literature in the Mid-Twentieth Century.* (4) A study of the literature of the forties, fifties and its evolution from "commitment" to "disengagement." Authors read will include Sartre, Camus, Beckett, Robbe-Grillet, Ionesco, Duras, and Sarrante.

375. *The French Theatre Between 1930 and 1960: Theory and Practice.* (4) Study of works by Giraudoux, Cocteau, Anouilh, Sartre, Camus, Beckett, Ionesco, and Genet.

378. *Autobiography as Genre.* (4) A study of autobiography as a form of fiction. Reading begins with Rousseau's *Confessions*, followed by certain autobiographies of twentieth century French authors. Taught in English.

379. *The Literary Works of Jean Paul Sartre.* (4) A critical study of Sartre's evolution as reflected in his novels and plays from *Nausea* to *The Prisoners of Altona*.

Albert Camus. (3) A critical study of Camus' evolution as a writer.

Interdisciplinary Honors

Paul M. Gross Jr., Coordinator

The College offers an interdisciplinary honors program for a limited number of qualified students. Students interested in admission to the program, supervised by the Committee on Honors, should consult the Coordinator of the Honors Program.

During their first three years participants often schedule three interdisciplinary seminars (normally including two courses in the lower division and one in the upper division). Many students do not participate formally in the interdisciplinary program beyond the third year, but choose instead to concentrate on departmental honors work in their major fields. Students who are not candidates for departmental honors and who have completed four interdisciplinary seminars with a superior record may elect Honors 281 (directed study culminating in an honors paper and an oral examination). Those whose work in this course is superior and who have achieved an over-all grade point average of at least 3.0 in all college work will be graduated with the distinction "Honors in the Arts and Sciences." (Students who choose to be candidates for departmental honors may not also be candidates for "Honors in the Arts and Sciences.")

The courses described, except for Honors 281, are designed to supplement the liberal general education of the freshman and sophomore years and the more specialized work of the junior year. Honors 281 is normally scheduled in the first semester of the senior year. Faculty participants represent diverse academic disciplines.

Honors 132. Approaches to Human Experience I. (4,4) An inquiry into the nature and interrelationships of several approaches to man's experience, represented by the work of three such figures as Leonardo da Vinci, Dante, Newton, Gandhi, Confucius, Dostoyevsky, Descartes, Mozart, Jefferson, and Bohr. Seminar discussion based on primary and secondary sources, including musical works and paintings. Written reports and a term paper required. Offered in alternate years.

Honors 134. Approaches to Human Experience II. (4,4) A parallel course to Honors 131, 132, concentrating on the work of a different set of figures such as Buber, Galileo, Keynes, Camus, Picasso, Ibsen, Tagore, Sophocles, and Bach. Offered in alternate years.

Honors 135. Darwinism and the Modern World. (4) A study of the Darwinian theory of evolution and the impact of evolutionary thought on fields such as economics, politics, psychology, literature, and the other arts, and philosophy.

Honors 136. The Ideal Society. (4) Man's effort to establish or imagine the ideal community, state, or society; principles of political and social organization; changing goals and values.

Honors 137. The Scientific Outlook. (4) An exploration of the origins and development of the scientific method and some of its contemporary applications in the natural and social sciences and the humanities.

Honors 138. Romanticism. (4) Romanticism as a recurrent characteristic of mind and art and as a major historical movement in Europe and America in the late eighteenth and nineteenth centuries.

Two or more offered each year at the discretion of the Committee on Honors.

centuries. Emphasis on primary materials in philosophy, history, literature, music and painting.

*239. *Man and the Irrational*. (4) The phenomenon of the irrational, with emphasis on twentieth century manifestations but with attention also to its presence in other centuries and cultures. Philosophy, religion, literature, psychology, politics, and the arts are explored.

*241. *The Tragic View*. (4) The theory of tragedy in ancient and modern times; the expression of the tragic in literature, art, music, the theatre, and film.

*242. *The Comic View*. (4) The theory of comedy in ancient and modern times; the expression of the comic spirit in literature, art, music, the theatre, and film.

*244. *Man and the Structure of the Universe*. (4) An investigation of various conceptions of the universe and their implications for man. Study not necessarily limited to the cosmologies of Ptolemy, Copernicus, and their modern successors, but may also include theories such as the Babylonian, Mayan, and Taoist.

*246. *Man and the Environment* (4) An interdisciplinary examination of man and society in relation to the environment.

*281. *Directed Study*. (4) Readings on an interdisciplinary topic approved by the Committee on Honors; preparation of a major research or interpretive paper based on these readings under the direction of a member of the faculty; an oral examination on the topic, administered by the faculty supervisor and the Committee on Honors. Eligible students who wish to take this course must submit a written request to the Committee on Honors by the end of the junior year. (Not open to candidates for departmental honors.)

Mathematics

Ivey C. Gentry, Chairman

Professors Ivey C. Gentry, John W. Sawyer, Ben M. Seelbinder

Associate Professors John V. Baxley, Richard D. Carmichael, Fredric T. Howard, James Kuzman

J. Gaylord May, W. Graham May, Marcellus E. Waddill

Assistant Professor Elmer K. Hayashi

Instructors Ellen E. Kirkman, Joseph B. Mazzola

A major in Mathematics requires forty credits. A student must include courses 111, 112, 113, 121, 221, one of the courses 311, 317, 352, 357, and at least two additional 300-level courses. A prospective teacher in the education block must take 231 in lieu of the course from 311, 317, 352, or 357. Lower division students are urged to consult a member of the Department before enrolling in courses other than those satisfying Division II requirements.

A regularly scheduled activity in Mathematics is an informal seminar of students and faculty on topics not discussed in regular courses (e.g. finite differences, game theory, Monte Carlo method, divergent series).

The Department, along with the Departments of Economics, Business and Accounting, and Biology, offers several joint majors. The Departments of Mathematics and Economics offer a joint major leading to a Bachelor of Science degree in Mathematical Economics. This interdisciplinary program affords the student an opportunity to apply mathematical methods to the development of economic theory, models, and quantitative analysis. The major consists of the following course requirements: Mathematics 111, 112, 113, 121, 251; Economics 151,

202, 203; a joint seminar in mathematical economics; and three additional courses chosen with the approval of the program advisers. Recommended courses: Mathematics 253, 348, 353, 357, 358; and Economics 251, 242, 287, 288. Students electing the joint major must receive permission from both the Department of Economics and the Department of Mathematics.

The Department of Mathematics and Business and Accountancy offer a joint major leading to a Bachelor of Science degree in Business-Mathematics. This interdisciplinary program prepares students for careers in business with a strong background in mathematics. The major consists of the following course requirements: Mathematics 111, 112, 155, 157, 256 or 355; Accounting 111, 112; Business 221, 231; either Business 268 or Mathematics 357; either Business 271 or Mathematics 253; and two additional courses chosen from Accounting 252, 278, Business 281, Mathematics 121, 348, 353, 381, or specially designed January sessions. Economics 151-152 is strongly recommended to meet Division IV basic requirements. Students electing the joint major must receive permission from both the Department of Mathematics and the Department of Business and Accountancy.

The Departments of Mathematics and Biology offer a joint major leading to a Bachelor of Science degree in mathematical biology. This interdisciplinary program affords the student an opportunity to apply mathematical methods to the development and analysis of biological systems. The major consists of the following course requirements: Mathematics 112, 155, 157 or 357; Biology 150, 151, 152; seven additional courses (at least three in each Department) chosen with the approval of the program advisers. Recommended courses in Mathematics are 121, 256, 348, 353, 355, and 357. Students electing the joint major must receive permission from both the Department of Mathematics and the Department of Biology.

Highly qualified majors are invited by the Department to apply for admission to the honors program in Mathematics or in the joint majors. To be graduated with the designation "Honors in Mathematics" or "Honors in (Joint Major)," they must complete satisfactorily a senior research paper and pass a comprehensive oral and written examination. For additional information members of the departmental faculty should be consulted.

Pre-Calculus Mathematics. (4) Selected topics deal with the structure of number systems and the elementary functions. Not to be counted toward the major in Mathematics. Offered in January.

112, 113. *Calculus with Analytic Geometry I, II, III.* (5,5 or 4,4) Differential and integral calculus and basic concepts of analytic geometry; multivariable calculus. No student allowed credit for both 116 and 111. Lab—two hours for 111, 112.

Finite Mathematics. (5) Probability and statistics, matrices, linear programming, Markov chains, and theory of games. Lab—two hours.

Calculus. (5 or 4) A one-semester course in differential and integral calculus with application to business and the social sciences. No student allowed credit for both 116 and 111. Student who might take additional calculus should not take Mathematics 116. Lab—two hours.

Linear Algebra. (4) Vectors and vector spaces, linear transformations and matrices,

linear groups, and determinants.

154. *Computer Programming*. (4) Introduction to computer programming and operation. No student allowed credit for both 154 and 155 without departmental approval. Offered in January.

155. *Introduction to FORTRAN Programming*. (4) Lecture and laboratory. A study of FORTRAN language. Students use computer terminals as well as card input. No student allowed credit for both 154 and 155.

156. *Statistical Concepts*. (4) An introductory course for the student of statistics who has a limited mathematical background. Includes descriptive techniques, frequency distributions, statistical inference, regression, and correlation. Emphasis is placed on how statistics can be used in society. No student allowed credit for both 156 and 157. Offered in January.

157. *Elementary Probability and Statistics*. (5 or 4) Probability and distribution functions, means and variances; sampling distributions. Lab—two hours. No student allowed credit for both 156 and 157.

221. *Modern Algebra I*. (4) An introduction to modern abstract algebra through the study of groups, rings, integral domain, and fields. P-Mathematics 121.

231. *Euclidean Geometry*. (4) Postulates, definitions, theorems, and models of Euclidean geometry.

251. *Ordinary Differential Equations*. (4 or 3) Linear equations with constant coefficients, linear equations with variable coefficients, existence and uniqueness theorems for first order equations. P-Mathematics 112.

253. *Operations Research*. (4) Mathematical models and optimization techniques. Study of allocation, simulation, queuing, scheduling, and network analysis. P-Mathematics 111 or equivalent.

256. *COBOL Programming*. (4) Lecture and laboratory. A study of the elements of COBOL language. P-Mathematics 154 or 155.

305S, 306S. *Elementary Analysis for Teachers I, II*. (4,4) Concepts from differential and integral calculus for Advanced Placement teachers. All topics in the Calculus AB and BC courses are covered.

311, 312. *Advanced Calculus I, II*. (4,4 or 3) Limits and continuity in metric spaces, differentiation and Riemann-Stieltjes integration, sequences and series, uniform convergence, power series and Fourier series, partial differentiation and functions of n real variables, implicit and inverse function theorem. P-Mathematics 113.

317. *Complex Analysis I*. (4) Analytic functions, Cauchy's theorem and its consequences, power series, and residue calculus. P-Mathematics 113.

322. *Modern Algebra II*. (4 or 3) A continuation of modern abstract algebra through the study of additional properties of groups and fields and a thorough treatment of vector spaces. P-Mathematics 221.

323, 324. *Matrix Theory I, II*. (4,4 or 3) Basic concepts and theorems concerning matrices, real number functions defined on preferred sets of matrices. P-Mathematics 121.

332. *Non-Euclidean Geometry*. (4 or 3) Postulates, definitions, theorems, and models of Lobachevskian and Riemannian geometry.

345, 346. *Elementary Theory of Numbers I, II*. (4,4 or 3) Properties of integers, congruence, arithmetic functions, primitive roots, sums of squares, magic squares, applications to elementary mathematics, quadratic residues, arithmetic theory of continued fractions.

348. *Combinatorial Analysis*. (4 or 3) Enumeration techniques, including generating functions.

s, recurrence formulas, the principle of inclusion and exclusion, and Polya's theorem.

Applied Analysis. (4) Topics which have proven useful in the physical sciences, including vector analysis and complex analysis.

Partial Differential Equations. (4) The separation of variables technique for the solution of the wave, heat, Laplace, and other partial differential equations, with the related study of the Fourier transform and the expansion of functions in Fourier, Legendre, and Bessel series.

Mathematical Models. (4 or 3) Development and application of probabilistic and deterministic models. Emphasis given to constructing models which represent systems in the physical, behavioral, and management sciences. P-Mathematics 253.

Numerical Analysis. A computer-oriented study of analytical methods in mathematics. Lecture and laboratory. P-Mathematics 112 and 154 or 155.

358. *Mathematical Statistics I, II.* (4,4 or 3) Probability distributions, mathematical expectation, sampling distributions, estimation and testing of hypotheses, regression, correlation, and analysis of variance. P-Mathematics 113.

Selected Topics. (2,3 or 4) Topics in mathematics which are not considered in regular courses or which continue study begun in regular courses. Content varies.

Individual Study. (2, 3, or 4) A choice of study in an area of individual interest to be selected by a faculty adviser.

Military Science

Lieutenant Colonel William A. Scott, Professor

Captain Jesse C. Brackett, Major Stephen J. Gamble,

Captain Edward L. Grant, Captain Floyd L. Griffin,

Major Anderson H. Walters, Assistant Professors

Master Sergeant Vance H. Patterson, Sergeant Major Donald K. Vick

112. *First Year Basic.* (3,2) ROTC and national defense; basic military skills. Academic subject. Lab.**

152. *Second Year Basic.* (2,2) Leadership; styles and theoretical orientation in a contemporary military environment; intermediate military skills. Lab.**

212. *First Year Advanced.* (2,2) Small unit tactics; communications and military orienteering; military formations; advanced military skills. Academic subject. Lab.** P-Credit for Basic.

252. *Second Year Advanced.* (2,2) Planning and supervision of leadership laboratory program; active duty orientation; military administration; law and logistics. Academic subject. Lab.** P-Military Science 211, 212.

This subject, either elective or required, furthers the professional qualifications of the student as a prospective officer in the United States Army. In cases where a student is pursuing a discipline which is narrowly restricted with few electives, the PMS resolves any conflict in favor of the student's degree requirements.

Students elect to participate in various skill modules including but not limited to orienteering, mountaineering, marksmanship, and competitive drill.

Music

Annette LeSiege, Acting Chairman

Professor Paul S. Robinson

Assistant Professors Christopher Giles, Annette LeSiege

Instructors Marjorie J. Angell, Lucille S. Harris, Donald D. Hoirup, David B. Levy, Donna Mayer-M.

Director of Choirs John Mochnick

Director of Bands R. Davidson Burgess

The major in Music consists of a basic curriculum of thirty-eight credits: Music Theory 171-174 (twelve credits), Music History 181-184 (twelve credits), ten credits of Applied Music, and four semesters of ensemble.*

The Music major supplements this basic curriculum with ten additional credits by electing one of the following areas of concentration or by devising an integrated course of study with another department:

Music Theory. Electives: Music 271, 272, 273, 275, 276; Education 280, 282.

Composition. Theory electives and/or supplementary enrollment in Music 273.

Music History. Electives: Music 211, 212, 215, 219, 220, 221, 222, 223, 224, 276; Education 280; selected courses in the Departments of Art and History.

Church Music. Music 211, 212; Education 282.

Performance. Education 284 (Music Literature Seminar); Senior Recital (additional Applied Music credits to be arranged); Music Theory/History electives.

Music Education. Music 185, 186, 187, 188; Education 280, 282, 284, 291.

Highly qualified majors may be invited to apply for admission to the honors program in Music. To be graduated with the designation "Honors in Music" a candidate must complete one of the following requirements: (1) a senior research paper; (2) an original composition; or (3) an analytical lecture related to music performed by the candidate in a public recital.

Any student interested in majoring in Music should ask for an appointment with the chairman of the Department as soon as possible after entering the University.



* The music program is in transition. Consequently, during the 1977-78 school year continuing students will enroll in some courses which do not appear in this bulletin.

Music Theory

Introduction to the Language of Music. (3,4) Basic theoretical concepts and musical terminology. Survey of musical styles, composers, and selected works from the Middle Ages through twentieth century. For students not majoring in music.

Language of Music. (3,4) Study of major works from the Middle Ages through the twentieth century. For students not majoring in music. P-101 or permission of the instructor.

Music Theory I. (3) Fundamentals. Theoretical and compositional techniques of the Middle Ages and Renaissance. Sight-singing, analysis, compositional practice in music to 1600. Introduction to sixteenth century counterpoint.

Music Theory II. (3) Theoretical and compositional techniques of the music of the Baroque. Continuation of 171, with emphasis on common practice period harmony. Chorale style and fugue. P-Music 171/181.

Music Theory III. (3) Theoretical and compositional techniques of the music of the late eighteenth and nineteenth centuries. Continuation of 172, with emphasis on the expanding harmonic system and form. P-Music 172/182.

Music Theory IV. (3) Theoretical and compositional techniques of music in the twentieth century. Continuation of 173, with emphasis on twentieth century compositional practices and philosophies. Beginning of development of personal compositional style. P-Music 173/183.

Counterpoint. (2) A survey of contrapuntal compositional techniques of the sixteenth, seventeenth, and twentieth centuries, including analysis of representative compositions and practical experience using contrapuntal techniques. *Offered in alternate years.* P-Music 174/184.

Form and Analysis. (2) A study of analytical writings of theorists and composers, and the development of practical skills as they can be used in research and performance preparation. *Offered in alternate years.* P-Music 174/184.

Composition. (1 or 2) Individual instruction in the craft of musical composition. May be substituted for credit. P-Permission of the instructor.

History of Theory. (2) A survey of theoretical writing on musical acoustics, instruments, notation from Classical Greece to the present. *Offered in alternate years.* P-Music 174/184.

Current Practices. (2) A survey of twentieth century compositional techniques, notation, performance problems involving the study of music and theoretical writings associated with major trends from 1900 to the present. *Offered in alternate years.* P-Music 174/184.

Music History

Great Composers. (4) A study of composers considered outstanding either because of their works or because of their influence on the history of music. A different composer is offered each semester. P-Music 101 or permission of the instructor.

- | | |
|---------------|---------------|
| a. Machaut | i. Beethoven |
| b. Dufay | j. Schubert |
| c. Ockeghem | k. Wagner |
| d. Josquin | l. Stravinsky |
| e. Monteverdi | m. Berg |
| f. Bach | n. Brahms |
| g. Haydn | p. Handel |
| h. Mozart | r. Bartok |

Music 171-174 must be taken simultaneously with Music 181-184.

- *181. *Music History I*. (3) Survey of the history of music in the Middle Ages and Renaissance (1600). Included are readings in the cultural history and related arts of the eras.
182. *Music History II*. (3) Survey of the history of music in the Baroque (to 1750). Included readings in the cultural history and related arts of the era. P-Music 171/181.
183. *Music History III*. (3) Survey of the history of music in the Classical and Romantic eras (1900). Included are readings in the cultural history and related arts of the eras. P-Music 172/182.
184. *Music History IV*. (3) Survey of the history of music in the twentieth century. Included readings in the cultural history and related arts of the era. P-Music 173/183.
211. *Seminar in Church Music*. (4) A survey of the great oratorios, cantatas, anthems, hymns, and organ compositions of the church, with emphasis on their liturgical setting. P-Music 174/184.
212. *Music in the Church*. Function of the church musician and the relationship of his or her work to the church program. P-Music 174/184.
215. *Philosophy of Music*. (2) A survey of philosophical writings about music. Musical aesthetics; social, religious, and political concerns. P-Music 174/184.
- **219. *Music in the Medieval World*. (4) A study of Medieval music, its philosophy, theory (including notational practices), and performance practices. Areas receiving special emphasis are Gregorian chant repertoire, the Notre Dame School, *Ars Antiqua*, and *Ars Nova*. P-Music 171/181 or permission of the instructor.
- **220. *Music in the Renaissance*. (4) A study of music from 1400 to 1600, its theory (including notational practices), and performance practices. The study begins with the Burgundian School, with special areas of emphasis being the Netherlands composers and the late Renaissance madrigal. P-Music 171/181 or permission of the instructor.
- **221. *Music of the Baroque*. (4) Musical activity from about 1600 to Bach and Handel. Special emphasis on the development of national styles and their resolutions toward the end of the Baroque. P-Music 172/182 or permission of the instructor.
- **222. *Music of the Eighteenth Century*. (4) Musical developments from the sons of Bach through the Viennese classicism of Haydn, Mozart, and Beethoven. P-Music 173/183 or permission of the instructor.
- **223. *Music of the Nineteenth Century*. (4) Music from the latter part of Beethoven's career through Wagner and Brahms. Special emphasis on the post-Beethoven schism and its ramifications. P-Music 173/183 or permission of the instructor.
- **224. *Music of the Twentieth Century*. (4) A study of the major musical styles, techniques, and media of contemporary music from Debussy to the present. P-Music 174/184 or permission of the instructor.

Music Education

185. *Vocal Methods*. (2) An examination of various vocal methods, techniques, and music in group singing. Offered in alternate years.
186. *String Instruments*. (2) Fundamentals of playing and teaching all instruments of the string family. Offered in alternate years.
187. *Woodwind Instruments*. (2) Fundamentals of playing and teaching all principle instruments of the woodwind family. Offered in alternate years.

*Music 181-184 must be taken simultaneously with Music 171-174.

**Two to four courses from Music 219-224 are offered every year.

Brass and Percussion Instruments. (2) Fundamentals of playing and teaching brass and percussion instruments. Offered in alternate years.

Orchestration. (Education, 2) A study of the orchestral and wind band instruments, survey how composers have used them throughout history, and development of practical scoring manuscript skills. Offered in alternate years. P-Music 174/184.

Conducting. (Education, 2) A study of choral and instrumental conducting techniques, and practical experience with ensembles. Offered in alternate years. P-Music 174/184.

Music Literature Seminar. (Education, 3 or 4) A survey of repertoire, including an examination of teaching materials in the student's special area of interest. P-Music 174/184 and permission of the instructor.

Teaching of Music. (Education, 4) The teaching and supervision of choral and instrumental music in the public schools, all grades. Offered through Salem College. P-Music 174/184.

Honors and Individual Study

Individual Study. (2 or 4) A project in an area of study not otherwise available in the department. By prearrangement.

Honors in Music. (4) Individual study for honors candidates who have fulfilled the required requirements.

Ensemble

Departmental ensembles are open to all students. Credit is earned on the basis of one credit per semester of participation.

Opera Workshop. Study, staging, and performance of standard and contemporary operatic works. P-Permission of the instructor.

Orchestra. Study and performance of orchestral works from the classical and contemporary repertoire. P-Audition.

Choral Union. A large oratorio chorus which concentrates on the performance of major choral works. P-Audition.

Concert Choir. A select touring choir of forty-five voices which performs a variety of choral literature from all periods. P-Audition.

Marching Deacons Band. Performs for most football games. Meets twice weekly. Fall. No audition required.

Concert Band. Study and performance of music for wind band. Spring. P-Permission of the instructor.

Symphonic Wind Ensemble. Study and performance of music for wind ensemble. Regular performances on and off campus, including an annual tour. P-Audition.

Jazz Ensemble. Study and performance of written and improvised jazz for a twenty-member ensemble. P-Audition.

Piano Ensemble. Study of the elements of accompanying and ensemble playing through discussion and studio experience. P-Permission of the instructor.

Applied Music

Applied music courses are open to all students with the permission of the instructor. Credit is earned on the basis of lesson duration and weekly preparation.

One credit per semester implies a half-hour of instruction weekly and a minimum of one hour of daily practice. Two credits per semester implies an hour of instruction weekly and a minimum of two hours of daily practice. With the permission of the music faculty and with a proportional increase in practice fee, a student may earn three or four credits per semester. Students in applied music who do not have basic knowledge of notation and rhythm are advised to enroll in Music 101 either prior to or in conjunction with applied study. An applied music fee and practice fee are charged for all individual instruction.

161; 261. Individual Instruction. (1 or 2) May be repeated for credit. Technical studies repertoire of progressive difficulty selected to meet the needs and abilities of the student.

<i>a. violin</i>	<i>f. oboe</i>	<i>k. french horn</i>	<i>p. piano</i>
<i>b. viola</i>	<i>g. clarinet</i>	<i>l. trombone</i>	<i>q. percussion</i>
<i>c. cello</i>	<i>h. bassoon</i>	<i>m. baritone</i>	<i>r. guitar</i>
<i>d. string bass</i>	<i>i. saxophone</i>	<i>n. tuba</i>	<i>v. voice</i>
<i>e. flute</i>	<i>j. trumpet</i>	<i>o. organ</i>	

165p. Class Piano. (1) Scales, chords, inversions, and appropriate repertoire, with emphasis on sight-reading, harmonization, and simple transposition. Designed for the beginning piano student.

165v. Class Voice I. (1) Introduction to the fundamental principles of singing; concept of breath control, tone, and resonance.

166v. Class Voice II. (1) Continuation of fundamental vocal techniques. P-Music 165 with permission of the instructor.

Philosophy

Gregory D. Pritchard, Chairman

Professors Robert M. Helm, Marcus B. Hester, Gregory D. Pritchard

Associate Professor Charles M. Lewis

Assistant Professor Ralph C. Kennedy

A major in Philosophy requires thirty-six credits. The courses must include either 161 or 271, two courses from the history sequence (201, 211, 222), one course from each of the following: 230, 231, 241, or 242; 279, 285, or 287; 294 or 295.

The Spilman Philosophy Seminar, open to advanced students in philosophy, was established in 1934 through an endowment provided by Bernard W. Spilman. The income from the endowment is used for the Seminar library, which contains about 4,000 volumes. Additional support for the library and other departmental activities is provided by the A. C. Reid Philosophy Fund, which was established in 1960 by friends of the Department. The furniture in the library seminar room was donated in honor of Mr. Claude V. Roebuck and Mr. and Mrs. W. A. Hough by their families.

Two distinguished alumni of the College have made possible the establishment of a lectureship and a seminar. The late Guy T. Carswell has endowed the Guy and Clara Carswell Philosophy Lectureship, and a gift from James Montgomerie Hester the Philosophy Seminar. In addition, a lectureship bearing his name has been instituted in honor of Claude V. Roebuck.

highly qualified majors are invited by the Department to apply for admission to the honors program in Philosophy. To be graduated with the designation "Honors in Philosophy," a student must submit an acceptable prospectus for an honors thesis by November for graduation in the spring semester or by May for graduation in the fall semester, present a satisfactory paper based on the prospectus, and show an acceptable level of performance in a discussion of the thesis with the honors adviser and at least one other member of the Department.

Space and Time in Fact and Fiction. (4) Are space and time fundamentally different? Are the properties of the physical world or of minds only? Are they finite or infinite in extent and duration? Other questions cover problems and paradoxes in the concept of space and in the concept of time travel.

Basic Problems of Philosophy. (4) An examination of the basic concepts of several representative philosophers, including their accounts of the nature of knowledge, man, God, mind, and matter.

Logic. (4) An elementary study of the laws of valid inference, recognition of fallacies, and logical analysis.

172. Meaning and Value in Western Thought. (4,4) A critical survey of religious and philosophical ideas in the Western world from antiquity to modern times. Either Philosophy 171 or 172 satisfies the Philosophy or Religion requirement; both 171 and 172 satisfy the Philosophy and Religion requirements. Choices determined at registration.

Ancient and Medieval Philosophy. (4) A survey of major philosophers from the Presocratics to the late Medieval Scholastics. P-Philosophy 151 or 171 or 172.

Modern Philosophy. (4) A survey of major philosophers from Descartes to Nietzsche. P-Philosophy 151 or 171 or 172.

Contemporary Philosophy. (4) A survey of major philosophers from Russell to Sartre. P-Philosophy 151 or 171 or 172.

Plato. (4) A detailed analysis of selected dialogues covering Plato's most important contributions to ethics, political philosophy, theory of knowledge, metaphysics, and theology. P-Philosophy 151 or 171 or 172.

Aristotle. (4) A study of the major texts, with emphasis on metaphysics, ethics, and theory of knowledge. P-Philosophy 151 or 171 or 172.

Kant. (4) A Detailed study of selected works covering Kant's most important contributions to theory of knowledge, metaphysics, ethics, and religion. P-Philosophy 151 or 171 or 172.

Hegel, Kierkegaard, and Sartre. (4) An examination of selected sources embodying the basic concepts of Hegel, Kierkegaard, and Sartre, especially as they relate to each other in terms of influence, development, and opposition. P-Philosophy 151 or 171 or 172.

Ethics. (4) A critical study of selected problems and representative works in ethical theory. P-Philosophy 151 or 171 or 172.

Symbolic Logic. (4) Basic concepts and techniques of modern deductive logic, beginning with the logic of truth functions and quantification theory. Attention given to advanced topics such as descriptions, classes, and number, and to issues in the philosophy of logic.

Philosophy of Science. (4) A systematic exploration of the conceptual foundations of scientific thought and procedure. P-Philosophy 151 or 171 or 172.

Philosophy of Art. (4) A critical examination of several philosophies of art, with emphasis

sis upon the application of these theories to particular works of art. P-Philosophy 151 or 172.

287. *Philosophy of Religion*. (4) A systematic analysis of the logical structure of religious language and belief, including an examination of religious experience, mysticism, revelation, and arguments for the nature and existence of God. P-Philosophy 151 or 171 or 172.

290. *Readings in Philosophy*. (4) A discussion of several important works in philosophy and closely related areas. P-Philosophy 151 or 171 or 172.

294. *Seminar in Epistemological Problems*. (4) A senior course requiring a major research paper. P-Philosophy 151 or 171 or 172.

295. *Seminar in Metaphysical Problems*. (4) A senior course requiring a major research paper. P-Philosophy 151 or 171 or 172.

297, 298. *Seminar: Advanced Problems in Philosophy*. (4,4) Senior courses treating selected topics in philosophy. P-Philosophy 151 or 171 or 172.

Physical Education

William L. Hottinger, Chairman

Professor Harold M. Barrow

Associate Professors Marjorie Crisp, William L. Hottinger, Paul M. Ribisl

Assistant Professors Gary E. Adams, W. Thomas Boone, Dorothy Casey, Leo Ellison Jr.

Lecturer J. William Dellastatious

Instructors Deborah S. David, Philip John Forbes, Barbara Warren, Pamela A. Wiegardt

The purpose of the Department of Physical Education is to organize, administer, and supervise (1) a *required physical education program* consisting of conditioning activities, varied team and individual sports, special corrective and remedial instruction to all students with physical problems according to the individual need, with information on posture and body mechanics, physiological principles, and practical health facts which must be observed to maintain a state of health and physical fitness; (2) an *intramural sports program* which allows all students to participate and specialize in sports which will be of lifelong benefit; (3) a *vised recreation program* consisting of varied recreational and leisure time activities; and (4) a *professional education program* which offers the necessary preparation for those interested in the fields of health, physical education, recreation, and athletic coaching.

Courses in Required Physical Education

Physical Education 111 and 112 are required of all freshmen and transfer students who have not complied with the requirement. For those students enrolled in ROTC, Physical Education 111 and 112 may be postponed until the sophomore year, but must be completed by the end of the second year.

111, 112. *Physical Education*. (1,1) A basic course consisting of body mechanics, basic anatomy and physiological principles, dance, exercise, and sports designed to develop fundamental skills. Students' needs and interests met through controlled election of activities upon standardized proficiency examination and/or previous experience.

111, 112. *Physical Education (Special)*. (1,1) A course consisting of remedial instruction in limited activity for students with special problems, handicaps, or medical excuses.

Courses in Elective Physical Education

For those students who wish to specialize in sports activities beyond the requirement, a varied sports program is offered. Any course listed below may be elected for one credit toward graduation. P-Physical Education 111-112.

Beginning Figure Skating	167. Advanced Swimming; Beginning Scuba
Beginning Dance Technique	168. Water Safety Instruction
Advanced Life Saving	169. Weight Training and Conditioning
Beginning Golf	170. Handball; Squash Racquets
Intermediate Golf	171. Intermediate Racquetball
Beginning Tennis	172. Water Ballet; Synchronized Swimming
Intermediate Dance Technique	173. Conditioning
(P-Physical Education 157 or	174. Intermediate Tennis
permission of the instructor)	175. Intermediate Bowling
Dance Composition	176. Officiating Women's Sports
(P-Physical Education 162 or	177. Snow Skiing; Bowling
permission of the instructor)	178. Recreational Games
Gymnastics	180. Horseback Riding; Bowling
Beginning Bowling	184. Advanced Tennis
Beginning and Intermediate Swimming	

Courses for the Major

Students desiring to elect a major in Physical Education and Health and to satisfy the state requirements for a teaching certificate must be of junior standing. Biology 111 and 150 are required, along with the following courses in Physical Education and Health: 220, 221, 222, 224, 230, 241, 242, 251, 252, 258, 310, 353, 357, 360, and 363.

Highly qualified majors are invited by the Department to apply for admission to the honors program in Physical Education. To be graduated with the designation "Honors in Physical Education," they must participate satisfactorily in Physical Education 382 and pass a comprehensive written examination. Upon satisfactory completion of these requirements they are recommended for graduation with Honors in Physical Education." For additional information members of the departmental faculty should be consulted.

Any student interested in majoring in Physical Education should ask for an appointment with the chairman of the Department as soon as possible after entering the University.

1. *History and Sociology of Sports.* (3) A study of the historical and sociological bases underlying sports, games, dance, and gymnastics and the impact these forces now have on society and culture.

2. *Foundations of Health and Physical Fitness.* (2) A presentation of the physiological, psychological, and sociological foundations of personal health and physical fitness.

3. *Methods and Materials in Aquatics.* (1) Presentation of knowledge, skill, and methods of teaching aquatics.

4. *Methods and Materials in Gymnastics and Dance.* (4) Presentation of knowledge, skill, and methods of teaching gymnastics and dance.

222. *Methods and Materials in Teaching and Coaching Team Sports.* (4) Presentation of knowledge, skill, and methods of teaching, coaching, and officiating team sports.
224. *Methods and Materials in Team and Individual Sports.* (4) Theory and practice in organization and teaching selected team and individual sports included in a comprehensive physical education program.
230. *First Aid and Athletic Training.* (2) A study of first aid techniques and the care and treatment of athletic injuries.
241. *Early Childhood Motor Development.* (2) This course deals with developmental stages of fundamental motor skills and with the perceptual process involved in motor learning.
242. *Physical Education for the Elementary School.* (2) Presentation of knowledge and methods of teaching physical education activities for the elementary school program.
251. *Principles of Physical Education.* (3) A general introductory course and orientation to physical education and its relation to general education and the present organization of society.
252. *Anatomy and Physiology.* (4) A course to provide students of physical education with functional knowledge of the anatomic structure and physiologic function of the human body.
258. *Organization and Administration of Health and Physical Education.* (3) A course in problems and procedures in health and physical education and the administration of an interscholastic athletic program.
310. *Applied Field Study.* (2) A course involving application of theory and methods of solving problems in a specialized area according to the student's immediate career goals. P-Physical Education 251 or permission of the instructor.
353. *Physiology of Exercise.* (3) The course presents the many effects of muscular activity and the processes of the body which constitute the scientific basis of physical education.
357. *Kinesiology and Adapted Physical Education.* (4) A study of the principles of human motion based on anatomical, physiological, and mechanical principles and the application of these principles along with other special considerations in developing a program for an atypical student.
360. *Evaluation and Measurement in Health and Physical Education.* (3) A course in measurement techniques and beginning statistical procedures to determine pupil status in established standards of health and physical education which reflect the prevailing educational philosophy.
363. *Personal and Community Health and Safety Education.* (3) A course presenting personal, family, and community health problems; a study of safety in the schools.
382. *Independent Study in Health and Physical Education.* (1-4) Library conferences and laboratory research performed on an individual basis.



Physics

George P. Williams Jr., Chairman

Professors Robert W. Brehme, Ysbrand Haven, Howard W. Shields,

Thomas J. Turner, George P. Williams Jr.

Associate Professor William C. Kerr

Assistant Professor William J. Huff

The program of courses for each student majoring in Physics is determined through consultation with the student's major adviser. The Bachelor of Arts degree in Physics requires thirty-seven credits in Physics and must include courses 161, 162, 345, and two from 230, 352, and 351. The Bachelor of Science degree in Physics requires forty-five credits in Physics and must include courses 311, 343, 344, 345, 346. For either degree, two courses in Chemistry or the equivalent and Mathematics 251 are required.

A typical schedule for the first two years:

<i>Freshman</i>	<i>Sophomore</i>
Basic and divisional requirements	Basic and divisional requirements
Physics 111, 112 or 121, 122	requirements (five courses)
Mathematics 111, 112	Physics 141, 162
Foreign Language	Mathematics 251

If a student does not take Physics 111-112 or 121-122 in the freshman year, one of the sequences may be taken in the sophomore year; the degree requirements in Physics may still be completed by the end of the senior year.

No student may be a candidate for a degree with a major in Physics unless he or she earns a grade of C or better in General Physics or is given special permission by the Department.

Highly qualified majors are invited by the Department to apply for admission to the honors program in Physics. To be graduated with the designation "Honors in Physics," they must complete satisfactorily Physics 381 and pass a comprehensive written examination. For additional information members of the departmental faculty should be consulted. Members of the faculty may also be consulted regarding the engineering program.

102. *Natural Philosophy*. (4,4) A study of the history, philosophy, and social impact of the physical sciences.

Descriptive Astronomy. (4) An introductory study of the universe, from the solar system to the galaxies.

Energy and the Environment. (2) A descriptive, nonmathematical introduction to the concept of energy and its role in the environment.

112. *Introductory Physics*. (5,5) A course for freshmen and sophomores. Lab—two hours.

122. *General Physics*. (5,5) A course designed for those who expect to major in Physics or Chemistry. A student may not receive credit for both this course and Physics 111, 112. Lab—two hours. C-Mathematics 111.

141. *Elementary Modern Physics*. (4) The development of twentieth century physics and introduction to quantum ideas. P-Physics 112 or 121; C-Mathematics 112.
161. *Introductory Mechanics*. (5) The fundamental principles of mechanics. Lab—three hours. Offered in spring of even-numbered years. P-Physics 111 or 121 and Mathematics 112 equivalent.
162. *Introductory Electricity*. (5) The fundamental principles of electricity, magnetism and electromagnetic radiation. Lab—three hours. P-Physics 112; C-Mathematics 112.
230. *Electronics*. (4) Introduction to the theory and application of transistors and electronic circuits. Lab—three hours. P-Physics 162 or equivalent.
- 301, 302. *Advanced General Physics*. (4,4) A course designed for science teachers. Lab—three hours.
311. *Mechanics*. (4) A junior/senior level treatment of analytic classical mechanics. P-Mathematics 251.
312. *Electromagnetic Theory*. A junior/senior level treatment of classical electromagnetic theory. P-Physics 162 and Mathematics 251.
- 331, 332. *Acoustics I, II*. (4,4) A study of the fundamental principles and applications of sound generation, transmission, and reception of sound and its interaction with various media.
- 343, 344. *Modern Physics*. (4,4) Application of the elementary principles of quantum mechanics to atomic and molecular physics.
- 345, 346. *Modern Physics Laboratory*. (1,1) The laboratory associated with Physics 343 and 344. Lab—three hours.
351. *Thermodynamics and Statistical Mechanics*. (4,4) Introduction to classical and statistical thermodynamics and distribution functions.
352. *Physical Optics and Spectra*. (5) A study of physical optics and the quantum treatment of spectra. Lab—three hours.
381. *Research*. (4) Library, conference, and laboratory work performed on an individual basis.

Politics

Jack D. Fleer, Chairman

Professors C. H. Richards Jr., James A. Steintrager

Associate Professors David B. Broyles, Jack D. Fleer, Carl C. Moses, Jon M. Reinhardt,
Donald O. Schoonmaker, Richard D. Sears

In its broadest conception, the aim of the study of politics is to understand the way in which policy for a society is formulated and executed and to understand the moral standards by which policy is or ought to be set. This center of interest is often described alternatively as the study of power, of government, of the structure of human relations in their political context. For teaching purposes, the study of politics has been divided by the Department into the following fields: (1) American politics, (2) comparative politics, (3) political philosophy, and (4) international politics. Introductory courses in the first three of these fields provide broad and flexible approaches to studying political life.

The major in Politics consists of thirty-six credits, of which no more than six credits may be earned in January courses. These courses must include the following

(a) a first course selected from Politics 113, 114, or 115; (b) any one introductory or advanced course in each of the four fields of the discipline, restricted to seminar courses; (c) one seminar in Politics (usually a student takes no more than one seminar in each field and no more than three seminars overall).

A minimum grade average of C on all courses attempted in Politics is required for graduation.

Highly qualified majors are invited by the Department to apply for admission to the honors program in Politics. To be graduated with the designation "Honors in Politics," they must successfully complete Politics 284 and two seminar courses and pass an examination. For additional information members of the departmental faculty should be consulted.

A student who selects Politics to fulfill the Division IV requirement must take one of the following for the first course: Politics 113, 114, or 115. The second course may be selected from any course in the Department.

Introductory Courses

A student must take one of the following as the first course in the Department; no more than one may be taken. Ordinarily a student is expected to take Politics 113 as the first course in the Department.

Introduction to Politics: American Politics. (4) The nature of politics, political principles, and political institutions with emphasis on their application to the United States.

Introduction to Politics: Comparative Politics. (4) Political processes and principles as they are found in traditional, developing, and mature states.

Introduction to Politics: Political Theory. (4) Major systematic statements of the rules and principles of political life. Representative writers are Tocqueville, Dahl, and Aristotle.

American Politics

American Public Policy Analysis. (4) Analysis of the substance of public problems and policy alternatives. Examination of why government pursues certain policies and the consequences of those policies.

Political Parties and Voting Behavior. (4) An examination of party competition, party organizations, the electorate and electoral activities of parties, and the responsibilities of parties for governing.

Public Administration. (4) Introduction to the study of public administration emphasizing policy-making in government agencies.

Congress and Policy-Making. (4) An examination of the composition, authority structure, external influences, and procedures, with emphasis on their implications for policy-making in the United States.

American Presidency. (4) Emphasis on the office and the role. Contributions by contemporary presidents considered in perspective.

North Carolina Politics. (4) A study of three major components of the state's political system: electoral competition, legislative politics, and executive politics (particularly the role of governor). Offered in January.

Urban Problems and Politics. (4) Political structures and processes in American cities and suburbs as they relate to the social, economic, and political problems of the metropolis.

225. *American Constitutional Law: (4) Separation of powers and the federal system analysis of Supreme Court decisions affecting the three branches of the national government and federal-state relations.*

226. *American Constitutional Law: Civil Liberties. (4) Judicial interpretations of First Amendment freedoms, racial equality, and the rights of the criminally accused.*

227. *Politics, Law, and the Legal Process. (4) Analysis of the nature and possible sources of law, the proper role of law in social change, structure and process in the legal system, the impact of legally decided policies on society, including their propensity for justice and fairness in American democratic society.*

228. *Watergate. (4) An investigation of the Watergate crisis in the context of the political scandals of American history. Offered in January.*

Comparative Politics

231. *Western European Politics. (4) Analysis of the political systems of Great Britain, France, Italy, focusing primarily on the problems of stable democracy.*

232. *Government and Politics in the Soviet Union. (4) Analysis of the institutions and processes of politics in the USSR and examination of political developments in the other states of Eastern Europe.*

233. *Modern German Politics. (4) A study of the political systems of twentieth century Germany with comparison and contrast of political behavior and governmental institutions of West Germany and East Germany.*

234. *Government and Politics in East Asia. (4) An analysis of the political institutions and processes in China and Japan with emphasis on the problems of modernization.*

235. *The Politics of Revolution. (4) The comparative study of revolution as a historical phenomenon and as an alternative means of change in the contemporary world. Analysis of the nature of the background and causes, the processes, the varieties, and the consequences of revolution and an attempt to assess the capabilities or potential of some current movements purporting to be revolutionary. Some revolutions receiving particular attention are those of England, France, Russia, Mexico, Cuba, and China, and some broad movements included are the New Left, contemporary anarchism in the United States and Western Europe.*

236. *Government and Politics in Latin America. (4) Comparative analysis of the institutions and processes of politics in the Latin American region.*

238. *History, Culture, and Political Change. (4) The study of how major cultures articulate and symbolize their existence either in history or moving through history. Special attention given to an evaluation of current concepts applied to political change.*

241. *Cuban Revolution. (4) An analytical study of the Cuban Revolution which seeks to describe and explain what has happened during the course of the Revolution and to understand the terms of how, why, and "so what." Offered in January.*

242. *Problems in Comparative Politics. (4) An intensive study of one or more major problems in contemporary comparative politics.*

243. *The Politics of Heinrich Boell. (3) An analysis of the political vision of a contemporary Western German writer, with a particular focus on the following novels: *Billiards at Half-Past Nine*, *Group Portrait with Lady*, *The Clown*, and *End of a Mission*. Offered in January.*

245. *Government and Politics of South Asia. A study of the governments of India, Pakistan, Nepal, and Ceylon. Emphasis on political organizations, party structures, and subnational governmental systems.*

International Politics

Fundamentals of International Politics. (4) Fundamental theoretical questions of international politics, with special emphasis on existing international patterns.

Current Problems in International Politics. (4) An intensive study of one or more major problems of contemporary international politics.

The Origins and Nature of the Cold War. (4) An examination of the historical circumstances which led to the Cold War and of alternate explanations of its origins and the relationship of these explanations to various theories of foreign policy-making and international politics.

The Cold War: Research in Washington, D. C. (4) The course focuses on Cold War research in Washington, D. C., using the resources of the National Archives and the Library of Congress. Offered in January.

Political Philosophy

Plato, Aristotle, and Classical Political Philosophy. (4) An examination of the nature and goals of the classical position with attention both to its origins in ancient Athens and its diffusion through Rome and the Medieval world. Representative writers are Plato, Aristotle, and Cicero.

Equality and Liberty. (4) The arguments for and against democracy and republicanism, majority rule, and the rights of man. Representative writers are Rousseau and Mill.

Radical Critiques of Political Society. (4) Anarchist, socialist, and communist criticisms of alternatives to existing political societies, with special attention to such problems as capitalism and alienation. Representative writers are Marx and Nietzsche.

Theory of the American Polity. (4) Critical examination of the intent of the Framers and the nature of the American polity. Representative writers are the Federalists, Jefferson, and Lincoln.

Foundations of Modern Political Philosophy. (4) An examination of the essential writings of thinkers who broke with the past in an attempt to establish a more "realistic" approach to the study of politics. Representative writers are Machiavelli, Hobbes, and Locke.

Honors and Individual Study

Honors Study. (4) A conference course with a faculty committee. Readings in several fields provide the basis for an extensive paper on a subject of special interest to the student. This course is required in the senior year by all candidates for departmental honors.

Individual Study. (2, 3 or 4) Internships, work/study projects, and other individual study programs.

Seminar in American Politics. (4) Readings, research, and independent study on selected topics. P-Permission of the Department.

Seminar in Comparative Politics. (4) Readings, research, and independent study on selected topics. P-Permission of the Department.

Seminar in International Politics. (4) Readings, research, and independent study on selected topics. P-Permission of the Department.

Seminar in Political Philosophy. (4) Readings, research, and independent study on selected topics. P-Permission of the Department.

Psychology

John E. Williams, Chairman

Professors Robert C. Beck, Robert H. Dufort, John E. Williams

Associate Professors David W. Catron, Philippe R. Falkenberg,

David A. Hills, Charles L. Richman, John J. Woodmansee

Assistant Professors Gretchen J. Belovitz, Frank B. Wood

Lecturer Brian M. Austin

Instructors Deborah L. Best, Jane P. Norwood

Psychology 151 is prerequisite for all courses of a higher number. Courses numbered below 151 do not count toward Division IV requirements or toward the major in Psychology. Psychology 211, or special permission of the instructor, is prerequisite for all 300-level courses except 335, 344, 358, and 367.

It is recommended that students who are considering Psychology as a major take Psychology 151 in their freshman year and Psychology 211 in the fall of the sophomore year. An average of C in Psychology courses is required at the time the major is elected. The major in Psychology requires the completion of a minimum of forty credits in Psychology, including 151, 211, 212, and 313. In addition, the major student must complete one course from each of the following groups: 320, 326, 329, and 333; 351, 355; and 362. No more than forty-eight Psychology credits may be counted toward the graduation requirement.

Highly qualified majors are invited by the Department to participate in the honors program in Psychology. To be graduated with the designation "Honors Psychology," the student must complete satisfactorily a special sequence of courses (381, 383) and pass an oral or written examination. In addition, the honors student normally has a non-credit research apprenticeship with a faculty member. For more detailed information, members of the staff should be consulted.

100. *Learning to Learn*. (4) A workshop to help people improve their learning skills through the application of basic principles of learning, remembering, and so forth. Students at all levels welcomed. No prerequisite.

102. *Exploration of Career Planning*. (4) Examination of educational-vocational planning as a personal process, based on knowledge of self and the work world. No prerequisite.

151. *Introductory Psychology*. (4) A systematic survey of psychology as the scientific study of behavior. Prerequisite to all courses of a higher number.

211, 212. *Research Methods in Psychology*. (5,5) Introduction to the design and statistical analysis of psychological research. Lab—twice weekly. P-Psychology 151.

239. *Altered States of Consciousness*. (4) Examination of altered states of consciousness with special reference to sleep and dreams, meditation, hypnosis, and drugs. P-Psychology 151.

241. *Developmental Psychology*. (3 or 4) Survey of physical, emotional, cognitive, and social development in humans from conception to death. P-Psychology 151.

245. *Survey of Abnormal Behavior*. (3 or 4) Study of problem behaviors such as depression, alcoholism, antisocial personality, the schizophrenias, and pathogenic personality patterns with emphasis on causes, prevention, and the relationships of these disorders to normal styles. P-Psychology 151.

250. *Psychology in Europe*. (4) The study of psychology and travel in European countries.

ent and travel plans vary from year to year depending upon interests of faculty and students. Usually offered in January. P-Psychology 151.

Theories of Personality. (3 or 4) A comparative study of classical and contemporary theories of human personality. P-Psychology 151.

Social Psychology. (3 or 4) A survey of the field, including theories of social behavior, personal attraction, attitudes and attitude change, and group behavior. P-Psychology

The Therapeutic Process. (4) Theories and laboratory practice of a variety of psychotherapeutic methods, with a special emphasis on developing the student's facilitator skills as a therapeutic agent. P-Psychology 151.

Human Sexuality: A Changing Scene. (4) An exploration of the psychological and sociological aspects of human sexuality, with attention to changing sexual mores, sexual practices, sexual dysfunction, and sex-related roles. P-Psychology 151.

Psychology of Business and Industry. (3 or 4) Psychological principles and methods applied to problems commonly encountered in business and industry. P-Psychology 151.

Topics in Psychology. (1, 2 or 3) The student selects from among a group of short one-credit courses dealing with topics of special interest. The courses meet sequentially, not concurrently, and several options are offered in each portion of the semester. P-Psychology

<i>Aggression</i>	270G <i>Information Processing</i>
<i>Applications of Psychology</i>	270H <i>Intelligence</i>
<i>Biofeedback</i>	270I <i>Race and Young Children</i>
<i>Brain-Behavior Relations</i>	270J <i>Memory</i>
<i>Emotion</i>	270K <i>Psychology and Politics</i>
<i>Human Sexuality</i>	270L <i>Sex Stereotypes and Roles</i>

Issues in Psychology. (4) Seminar on contemporary theoretical and research issues in psychology. P-Psychology 151.

Directed Study. (1-4) Student research performed under faculty supervision. P-Psychology with permission of the instructor.

Individual Study. (4) A special project conducted under faculty supervision. P-Psychology with permission of the Department.

History and Systems of Psychology. (4) The development of psychological thought and research from ancient Greece to present trends, with emphasis on intensive examination of original sources. P-Psychology 211 or permission of the instructor.

Physiological Psychology. (4) Neurophysiological and neuroanatomical explanations of behavior. P-Psychology 211 or permission of the instructor.

Behavior Genetics. (2) A study of the effects of genes and chromosomes on behavior and the importance of behavior in understanding evolution. P-Psychology 211.

Animal Behavior. (4) A survey of laboratory and field research on animal behavior. This course may count as Biology or Psychology, but not both; choice to be determined at registration. P-Permission of the instructor.

Learning Theory and Research. (4) Theoretical and experimental issues in the psychology of learning. P-Psychology 211.

Perception. (4) Survey of theory and research findings on various sensory systems (vision, hearing, touch, taste, etc.). P-Psychology 211.

Motivation of Behavior. (3 or 4) Survey of basic motivational concepts and related evidence.

P-Psychology 211.

335. *Fundamentals of Human Motivation*. (4) Description and analysis of some fundamental motivational phenomena, with special reference to human problems; includes reward, punishment, conflict, anxiety, affection, needs for achievement and power, aggression, creativity, and curiosity. P-Psychology 151.
343. *Developmental Disorders*. (2) Delayed or distorted neural development studied in relation to major disturbances of learning and behavior in children and in the aging. P-Psychology 151.
344. *Abnormal Psychology*. (4) Descriptive analysis of the major types of abnormal behavior with attention to organic, psychological, and cultural causes and major modes of treatment. Offered only in the summer. P-Psychology 151.
347. *Mental Retardation*. (2) A brief overview of mental retardation covering current definitions, diagnostic procedures, primary known causal factors, and treatment procedures. Includes observational and/or practicum work in community centers. P-Psychology 211.
351. *Personality Research*. (4) The application of a variety of research procedures to the study of human personality. Research projects required. P-Psychology 211.
355. *Research in Social Psychology*. (4) Methodological issues and selected research in the study of the human as a social animal. Field research projects required. P-Psychology 211.
358. *Psychology of Woman*. (4) Intensive study of the behavior of women and its practical application, including consideration of biological, social, and motivational factors. P-Psychology 151.
361. *Operant Conditioning and Behavior Modification*. (4) Principles, theory, and experimental research in operant learning, with applications to the modification of behavior in various populations and situations. P-Psychology 211.
362. *Psychological Tests and Measurements*. (4) Theory and application of psychological assessment procedures in the areas of intelligence, aptitude, vocational interest, and personality. P-Psychology 211.
363. *Survey of Clinical Psychology*. (3 or 4) An overview of the field of clinical psychology. P-Psychology 245 and senior standing, or permission of the instructor.
367. *Effectiveness in Parent-Child Relations*. (4) A survey of popular approaches to child-rearing with examination of the research literature on parent-child interaction, and actual training in parental skills. P-Psychology 151.
369. *Contemporary Applications of Psychology*. (4) Supervised field experience in applied psychology. P-Psychology 151 and permission of the instructor.
381. *Honors Seminar*. (3) Seminar on selected problems in psychology. Intended primarily for students in the departmental honors program. P-Psychology 211 and permission of the instructor.
383. *Honors Research*. (3) Seminar in selected issues in research design, followed by independent empirical research under supervision of a member of the departmental faculty. P-Psychology 212 and permission of the instructor.
390. *Advanced Theory and Method*. (4) Seminar in a selected area of psychological theory and research. P-Psychology 211.
392. *Contemporary Problems in Psychology*. (4) Seminar treatment of current theory and research in several "frontier" areas of psychology. Principally for senior majors planning to attend graduate school. P-Psychology 211 and senior standing.

Religion

Emmett Willard Hamrick Jr., Chairman

Professors John William Angell, George McLeod Bryan, Robert A. Dyer, George J. Griffin, Emmett Willard Hamrick Jr., Carlton T. Mitchell, Charles H. Talbert

Associate Professors John E. Collins, Fred L. Horton Jr.

Assistant Professor Ralph C. Wood Jr.

The Department offers courses designed to give every student an opportunity to acquire at least an introduction to the life, literature, and most important elements in the field of religion. It also seeks to give the students preparing for specialized service as religious education directors, ministers, and missionaries foundational courses needed for further study.

One course in Religion is required for all degrees. Any course offered by the Department is accepted to meet the requirement except for 218, 225, 237, 239, 240, 266, 270, 273, 282, 286-287, 292, 346, and 362.

A major in Religion requires a minimum of thirty-two credits, at least half of which must be in courses above the 100-level.

Pre-ministerial students are advised to include in their program of study, in addition to courses in Religion, courses in philosophy, ancient history, public speaking, and two languages (Greek or Latin and German or French).

Highly qualified majors are invited by the Department to apply for admission to the honors program in Religion. To be graduated with the designation "Honors in Religion," they must apply to the chairman of the Department for admission to the honors program, normally by February of the junior year. Upon completion of all the requirements, the candidate will be graduated with "Honors in Religion." For additional information members of the departmental faculty should be consulted.

Introduction to the Old Testament. (4) A survey of the Old Testament designed to introduce the student to the history, literature, and religion of the ancient Hebrews.

Introduction to the New Testament. (4) A survey of the literature of the New Testament in the context of early Christian history.

The Hebrew Prophets. (4) A study of the background, personal characteristics, function, message, contribution, and present significance of the Hebrew prophets.

The Wisdom Literature. (4) An introduction to the Wisdom Literature of the Old Testament, with special attention to Proverbs.

Introduction to the Bible. (4) A consideration of prominent themes found in the Old and New Testaments. May be taken only by students who do not take Religion 111 or 112.

Basic Christian Ethics. (4) The Biblical and theological foundation of the Christian ethic and its expression in selected contemporary problems.

Early Rabbinic Judaism. (4) An introduction to the literature and thought of the early rabbis.

World Religions. (4) The place of religion in life and the origin, nature, and accomplishments of the living religions of the world, studied from the historical point of view.

Religion in Japan. (4) A survey of the religions of Japan beginning with the pre-historic period, including the development and influence of Shinto, Buddhism, and Christianity,

and the variation of these through recorded history to the present. Pass/Fail optional
ferred in January.

164. *History of Christianity*. (4) A rapid survey of the history of the Christian Church.
166. *American Religious Life*. (4) A study of the history, organization, worship, and belief of American religious bodies, with particular attention to cultural factors.
- 171, 172. *Meaning and Value in Western Thought*. (4,4) A critical survey of religion and philosophy in the Western world from antiquity to modern times. This course may cover Religion or Philosophy, but not both. Choice determined at registration.
173. *An Introduction to Christian Theology*. (4) A study of the ground structure and content of Christian belief.
176. *Theology and Modern Literature*. (4) A study of modern literary artists whose themes are primarily theological, from Hopkins to Tolkien.
200. *Myth*. (4) A study of the various approaches to the interpretation of myth, with a focus on the meaning and values implicit in the myths of contemporary culture.
201. *Phenomenology of Religion*. (4) A study of selected religious phenomena and of their meaning and function within human existence.
216. *Poetic Literature of the Old Testament*. (4) A study of Hebrew poetry, its types, its literary and rhetorical characteristics, and its significance in the faith of ancient Israel.
218. *Seminar in the Mediterranean World*. (4) Travel and study in such countries as Greece, Italy, Turkey, Egypt, Lebanon, Syria, and Israel.
224. *Jesus and the Synoptic Gospels*. (4) A study of Jesus' proclamation and activity in the light of modern critical research on the gospels.
225. *The Gospel Genre*. (4) Consideration of the apocryphal gospels and of non-Christian writings that assist in answering the question, what is a gospel? Pass/fail optional.
226. *Early Christian Theologians: Paul*. (4) An introduction to the Pauline interpretation of Christianity and its place in the life of the Early Church.
227. *Early Christian Theologians: The Fourth Evangelist*. (4) An examination of the Johannine interpretation of Jesus and Christian faith.
236. *Church and Community*. (4) An examination of the basic needs and trends of the contemporary community, especially the rural and suburban, in the light of the Christian norms for "the good community."
237. *Black Religion and Black Churches in America*. (4) Survey of literature on these themes with an examination of the historical background and special attention to the contemporary area.
238. *Religion and Science*. (4) An analysis of the relationship between science and religion in world culture.
239. *Ethical Value Systems in Confrontation, Conflict, and Creativity*. (4) Exposure to Third World cultures by travel to Africa, Asia, or Latin America. Pass/fail.
240. *Principles of Religious Education*. (4) A study of the theory and practice of religious education, with emphasis on the basic foundations in religion and education.
265. *Religion in North Carolina*. (4) A study of the major religious groups in North Carolina with special emphasis upon their historical backgrounds. Visits to historical churches and other sites. Pass/fail.
266. *Religious Sects and Cults*. (4) An examination of certain religious sects in America,

ling such groups as Jehovah's Witnesses, communal groups, and Black Muslims. Pass/

Walker Percy. (4) A theological examination of his novels and essays, his Southern stoic background, and his use of European existentialism.

Studies in Ecumenical Theology. (4) A study of the ecumenical movement among Christians in the twentieth century, especially as related to the World Council of Churches and the Vatican. The course involves visits to Geneva and Rome. Pass/fail.

The Problem of Evil from Job to Shakespeare. (4) A comparative analysis of the source and study of evil in Job, Aeschylus, Sophocles, Plato, Dante, and Shakespeare.

Christian Literary Classics. (4) A study of Christian texts which are masterpieces of literature as well as faith, including works by Augustine, Dante, Pascal, Bunyan, Milton, and Newman.

Honors in Religion. (4) A conference course including directed reading and the writing of a research report.

287. *Directed Reading.* (4,4) A project in an area of study not otherwise available in the department, permitted upon departmental approval of a petition presented by a qualified student.

Teaching of Religion. (4) A study of the teaching of religion in church, school, and community. This course may be credited as Education for those who are applicants for a teacher's certificate in religious education.

Introduction to Biblical Archaeology. (4) A survey of the contributions of Near Eastern archaeology to Biblical studies.

316. *Field Research in Biblical Archaeology.* (4,4) A study of the religion and culture of the ancient Near East through the excavation and interpretation of an ancient site.

The Ancient Near East. (4) A comparative study of ancient Near Eastern cultures and regions, with special emphasis on Israel's relationships with surrounding peoples.

The Quest for the Historical Jesus. (4) An investigation of the possibility and relevance of historical knowledge about Jesus through a consideration of the seminal "Lives of Jesus" of the eighteenth century.

The Epistle to the Hebrews. (4) Reading and discussion of Hebrews in the light of first century Judaism and Christianity.

Christian Ethics and Contemporary Culture. (4) A study of the encounter between the Christian ethic and the value systems implicit in social areas such as economics, politics, and sex.

Theological Foundations of Religious Education. (4) A study of theological methodology, theories of learning, and philosophies of education in terms of their implications for religious education.

Psychology of Religion. (4) An examination of the psychological elements in the origin, development, and expression of religious experience.

Religious Development of the Individual. (4) A study of growth and development through childhood and adolescence to adulthood, with emphasis on the role of the home and the church in religious education.

Theology of Pastoral Care and Counseling. (4) A study of the relationship between theology and the purpose, theories, and methods of pastoral care. P-Permission of the instructor.

360. *Hinduism*. (4) A study of the fundamental features of the Hindu tradition.
361. *Buddhism*. (4) A study of the Buddhist tradition, its fundamental features, and its impact on the cultures of Asia.
362. *Post-Biblical Judaism*. (4) The rise and development of post-Biblical (Rabbinic) Judaism until modern times.
363. *Hellenistic Religions*. (4) Consideration of available source materials, questions of method, and bibliography related to such Hellenistic religions as the mysteries, Hellenistic Judaism, and Gnosticism.
365. *History of Religions in America*. (4) A study of American religions from Colonial times until the present.
373. *The History of Christian Thought*. (4) A study of the history of Christian thought beginning with its Hebraic and Greek backgrounds and tracing its rise and development to modern times.
374. *Contemporary Christian Thought*. (4) An examination of the major issues and personalities in modern theology.
376. *The Origins of Existentialism*. (4) A study of the principal nineteenth century figures who form the background for twentieth century existentialism: Goethe, Kierkegaard, Nietzsche, Dostoevsky, and Tolstoy.

Hebrew

- 111,112. *Elementary Hebrew*. (4,4) A course for beginners in the classical Hebrew of the Bible with emphasis on the basic principles of Hebrew grammar and the reading of Biblical texts. Both semesters must be completed.
153. *Intermediate Hebrew*. (4) Intensive work in Hebrew grammar and syntax based upon the readings of selected texts. Readings emphasize post-Biblical Hebrew. P-Hebrew 111, 112, or the equivalent.
211. *Hebrew Literature*. (4) The reading and discussion of significant Biblical Hebrew texts. P-Hebrew 153.
212. *Hebrew Literature II*. (4) The reading and discussion of significant Biblical and post-Biblical texts. Offered on demand. P-Hebrew 153.
301. *Introduction to Semitic Linguistics*. (4) In each of the four weeks the history and structure of one of the languages from the Hamito-Semitic family of languages are studied. Usually offered in January.

Romance Languages

Anne S. Tillett, Chairman

Professors Shasta M. Bryant, Harry L. King Jr., John E. Parker Jr., Mary Frances M. Robinson,
Richard L. Shoemaker, Anne S. Tillett

Associate Professor Kathleen Glenn

Assistant Professors Sandra F. Daniel, Gary R. Ljungquist, Gregorio C. Martin, Blanche C. Speer

Lecturers Bianca Artom, Francoise Hansberger, Eva Rodtwitt

Instructors Frances Creighton, Judith Knoop, Mary H. Thomas, Frank H. Whitchurch

The major in French requires a minimum of thirty-six credits, at least twenty-four of which must be in literature. French 221 and 222 or their equivalents are required. French travel/study courses 181, 185, 187, and 276 and French 220 are not to be used for credit toward the major. History courses 321 and 322 are re-

commended for majors. An average of at least C must be earned on all courses taken in the major.

The major in Spanish requires a minimum of thirty-six credits. Spanish 221 and 222 or their equivalents are required. Spanish 223, 224, and eight credits chosen from 225, 226, 227 are recommended. Spanish 173, 181, 182, and 187 may not be counted toward the major. An average of at least C must be earned on all courses taken in the major.

A joint major in Romance Languages is offered in French and Spanish, consisting of fifty-six credits in the two languages and literatures, excluding elementary language. Required courses for this major are French 153x, 216, 217, 221, 222, and 224; Spanish 153x, either 215 or 216, 221, 222, either 223 or 224; and eight credits from 225-227. Equivalents may be substituted. An average of at least C must be earned on all courses in French and Spanish.

Highly qualified majors are invited by the Department to apply for admission to the honors program in French or Spanish. To be graduated with the designation "Honors in Romance Languages," a candidate must complete French or Spanish 280 and 281 and pass a comprehensive written and oral examination. The oral examination may be conducted, at least in part, in the major language. For additional information members of the departmental faculty should be consulted.

1. *Self-Instructional Language*. (4) A self-instructional language course covering the principles of grammar and pronunciation in one of the less commonly taught languages, such as Japanese, Swedish, Arabic, or Thai. Individual self-instruction in the language of the student's choice through the use of recorded material and textbooks. Admission by petition to the Foreign Language Placement Review Committee. Elective credit only; does not satisfy basic or divisional course requirements.

French

1, 112. *Elementary French*. (4,4) A course for beginners, covering the principles of French grammar and emphasizing speaking, writing, and the reading of elementary texts. Lab—one hour.

3. *Intensive Elementary French*. (5) A one-semester course covering the elements of grammar and skills presented in French 111-112. Intended for students whose preparation for French 153 is inadequate and for students who have received credit for French 111-112. Lab—two hours.

3. *Intermediate French*. (5) A review of grammar and composition with practice in conversation. Reading of selected texts. Lab—two hours. P-French 111-112, or two years of high school French.

3x. *Intermediate French*. (4) Open to students by placement or permission.

4. *The Imaginary Invalid: A Classic in Comedy*. (4) Participants plan and present a production of *The Imaginary Invalid* by the seventeenth century master of comedy Molière. The play is read, discussed, and performed in English; students are involved in all aspects of production. Offered in January.

1. *Swiss French Civilization*. (4) The course is designed to acquaint the student with the Swiss people and their civilization through living for a few weeks with families. Visits are made to points of cultural interest, historical, literary, and artistic. A journal and a paper describing in detail some aspect of Swiss French civilization, both in French, are required. Offered in January.

185. *Paris, Cultural Center of France.* (4) A study of Paris monuments on location to explore the development of the city as capital and cultural center of France. No prerequisites. Do not count toward major. Usually offered in the summer.
187. *France in January.* (4) The course is designed to acquaint the students with the French people and their civilization through living for a few weeks with families. Visits are made to points of cultural interest. Offered in January. P-French 153 or permission of the instructor.
199. *French Individual Study.* (2-4) P-Permission of the Department.
214. *Masterpieces of French Literature.* (4) Selected readings in French literature designed to satisfy either basic or divisional foreign literature requirements. Offered in summer. P-French 153 or equivalent.
215. *Masterpieces of French Literature.* (4) Reading of selected texts in French from the seventeenth to the twentieth centuries. Parallel reading and reports. P-French 153 or equivalent.
216. *Survey of French Literature from the Middle Ages through the Eighteenth Century.* (4) Study of selected texts, parallel reading, and study of trends and movements. Taught largely in French. P-French 153 or permission of the instructor.
217. *Survey of French Literature of the Nineteenth and Twentieth Centuries.* (4) Study of selected texts, parallel reading, and study of trends and movements. Taught largely in French. P-French 216 or permission of the instructor.
220. *The French Literary Tradition.* (4) A course designed for the non-major who wishes to gain a general background in French literature and literary history. Readings in French, lecture and discussions in English. Satisfies divisional requirement; does not count toward major. P-French 215.
221. *Conversation and Composition.* (4) Practice in speaking and writing French, stressing correctness of sentence structure, phonetics, pronunciation, fluency, and vocabulary for everyday situations. Required for major. Lab—two hours. P-French 153 or equivalent.
222. *Composition and Review of Grammar.* (4) A systematic review of the fundamental principles of comparative grammar, with practical training in writing idiomatic French. Required for major. P-French 153 or equivalent.
224. *French Civilization.* (4) An introduction to French culture and its historical development. Emphasis on intellectual, artistic, political, social and economic life of France. Taught in French. P-French 221 or permission of the instructor.
227. *History of French Civilization.* (2) An introduction to the historical development of French culture, including consideration of its intellectual, artistic, and political heritage. Taught in French. P-French 221 or permission of the instructor.
228. *Contemporary France.* (2) A study of present-day France, including aspects of geography and consideration of social, political, and educational factors in French life today. Taught in French. P-French 221 or permission of the instructor.
231. *Medieval French Literature.* (2-4) A survey of French literature of the Middle Ages with cultural and political backgrounds. Selected masterpieces in original form and modern transcription. P-French 216 or 217 or permission of the instructor.
233. *Sixteenth Century French Literature.* (4) The literature and thought of the Renaissance in France, with particular emphasis on the works of Rabelais, Montaigne, and the major poets of the age. P-French 216 or 217 or permission of the instructor.
241. *Seventeenth Century French Literature.* (4) A study of the outstanding writers of the Classical Age. P-French 216 or 217 or permission of the instructor.

Seminar in Seventeenth Century French Literature. (4) Study of selected topics of the period. Topics may vary from year to year. P-French 216 or 217 or permission of the instructor.

Eighteenth Century French Literature. (2-4) A survey of French literature of the eighteenth century with cultural and political backgrounds. P-French 216 or permission of the instructor.

Seminar in Eighteenth Century French Literature. (2-4) Study of selected topics of the period. Topics vary from year to year. P-French 216 or 217 or permission of the instructor.

Nineteenth Century French Literature. (4) A study of French literature of the nineteenth century with cultural and political backgrounds. P-French 216 or 217 or permission of the instructor.

Seminar in Nineteenth Century French Literature. (4) Study of selected topics of the period. Topics vary from year to year. P-French 216 or 217 or permission of the instructor.

Trends in French Poetry. (4) A study of the development of the poetic genre with analysis and interpretation of works from each period. P-French 216 or 217 or permission of instructor.

French Novel. (4) A broad survey of French prose fiction, with critical study of several masterpieces in the field. P-French 216 or 217 or permission of the instructor.

French Drama. (4) A study of the chief trends in French dramatic art, with reading and discussion of representative plays. P-French 216 or 217 or permission of the instructor.

Twentieth Century French Literature. (4) A study of general trends and representative works of the foremost prose writers, dramatists, and poets. P-French 216 or 217 or permission of the instructor.

Seminar in Twentieth Century French Literature. (4) Study of selected topics of period. Topics vary from year to year. P-French 216 or 217 or permission of the instructor.

Directed Research. (2) Required for honors in French.

Directed Study. (3-4) Extensive reading and/or research, to meet individual needs. Required for departmental honors. P-Permission of the Department.

Surrealism. (4) Origins, theories, evolution, and impact. This course examines the interconnections between surrealist poetry and painting and the works of Breton, Eluard, and Sanguin. Conducted in French. P-French 221 or the equivalent.

Proust. (4) Study of substantial portions of Proust's *A la Recherche du Temps perdu*; its themes and their significance both in historical and aesthetic context. Conducted in French. P-French 221 or the equivalent.

French Images of America. (4) A study of French points of view through the reading of works beginning with Tocqueville and ending with Michel Butor's *Mobile*. The course attempts to relate them to a variety of circumstances and influences, political, sociological, and cultural. Conducted in French. P-French 221 or the equivalent.

Semester in France

The Department sponsors a Semester in France at Dijon, the site of a well established French university. Students go as a group, accompanied by a Wake Forest professor.

No particular major is required for eligibility. However a student (1) should be junior standing and (2) should have taken as prerequisite French 221 or its

equivalent, or at very least one French course beyond the intermediate level.

Students are placed in courses according to their level of ability in French, ascertained by a test given at Dijon. Courses are taught by native French professors. The resident director supervises residential and extracurricular affairs and has general oversight of independent study projects.

2232. *French Grammar and Linguistics*. (2-4) Practical work in French language, beginning with residence in a French family. Continued study of phonetics, grammar, and composition and practice in pronunciation.

2292. *French Civilization*. (2-4) Residence in a French language locality. Study of home education, and religious practices. Excursions to points of historical and cultural significance. Paper on some aspect of culture, to be evaluated by the Director of the Semester in France.

2312. *History of France*. (4) Social and cultural history of France from the Middle Ages to the present. Credits in History.

2402. *Independent Study*. (2-4) One of several fields. Scholar's journal and research paper. Supervision by the Director of the Semester in France and evaluation by the Department in which credit is granted. Work may be supplemented by lectures on the subject given at the Université de Dijon Faculté des Lettres et Sciences Humaines.

2752. *French Literature*. (2-4) The novel, theater, and poetry of France, largely of the period since 1850.

2762. *Literary Pilgrimage*. (2-4) Reading of selected French texts, with visits to sites having literary associations. A study of the relationship between milieu and works. Taught in French-speaking countries.

Chinese

111, 112. *Elementary Chinese*. (4,4) Emphasis on the development of listening and speaking skills in Mandarin. Brief introduction to the writing system. Basic sentence patterns are covered. Lab—one hour.

Hindi

111, 112. *Elementary Hindi*. (4,4) Attention given mainly to basic Hindi grammar, vocabulary-building, simple composition, and conversation. Lab—one hour.

153. *Intermediate Hindi*. (4) Advanced practice in Hindi composition and conversation and introduction to literary Hindi. Lab—one hour. P-Hindi 111, 112 or equivalent.

211. *Hindi Literature*. (4) Reading and translation of selected texts in prose and poetry and journalistic Hindi. Lab—one hour. P-Hindi 153.

Italian

113. *Elementary Italian*. (5) Intensive course for beginners, emphasizing the structure of the language and oral practice. Recommended for students in the Venice program and for language majors. Lab—two hours. Lecture—five hours. Offered every semester.

153. *Intermediate Italian*. (5) Continuation of 113, with emphasis on reading and speaking. Lab—two hours. Lecture—five hours. P-Italian 113 or two years of high school Italian.

153x. *Intermediate Italian*. (4) Open by placement or permission. Lab—two hours.

199. *Individual Study*. (2-4) P-Permission of the instructor.

Introduction to Italian Literature I. (4) Reading of selected texts in Italian. Satisfies basic requirement in foreign language. Offered in Spring. P-Italian 153 or its equivalent.

Introduction to Italian Literature II. (4) May alternate with 215. Satisfies basic requirement in foreign language. P-Italian 153 or its equivalent.

Semester in Venice

1. *Spoken Italian.* (4) Course in oral Italian, offered only in Venice. Students are placed in all groups according to their levels of fluency. Elective credit.

Norwegian

191. *The Norwegian Language.* (4,4) Independent study of the language and directed reading of texts in Norwegian. Primarily for students specializing in foreign languages.

Russian

112. *Elementary Russian.* (4,4) The essentials of Russian grammar, conversational drill, reading of elementary texts. Lab—two hours. P-Permission of the instructor.

Intermediate Russian. (5) Training in principles of translation with grammar review and conversation practice. Lab—two hours. P-Russian 112 or its equivalent.

x. *Intermediate Russian.* (4) Open by placement or permission. Lab—two hours.

Solzhenitsyn: The Politics of Literature. (4) Reading and discussion of all the works of Solzhenitsyn available in English. One long paper. Offered in January.

Introduction to Russian Literature. (4) Reading of edited texts from the nineteenth century. P-Russian 153 or its equivalent.

Introduction to Russian Literature. (4) Reading of edited texts from the twentieth century. P-Russian 153 or its equivalent.

Seminar in Nineteenth Century Russian Literature. (4) A study of the foremost writers, with reading of representative works. P-Russian 153 or its equivalent.

Seminar in Contemporary Russian Literature. (4) Reading of representative works in Russian with discussion of political and cultural backgrounds. P-Russian 153 or its equivalent.

Spanish

112. *Elementary Spanish.* (4,4) A course for beginners covering grammar essentials and emphasizing speaking, writing, and the reading of elementary texts. Lab—one hour.

Intensive Elementary Spanish. (5) A one-semester course covering the elements of grammar and skills presented in Spanish 111-112. Intended for students whose preparation in Spanish 153 is inadequate and for students who have demonstrated proficiency in another language. Not open to students who have received credit for Spanish 111-112. Lab—two hours.

Intermediate Spanish. (5) A review of grammar and composition with practice in conversation. Reading of selected texts. P—Two years of high school Spanish or equivalent. Lab—two hours.

x. *Intermediate Spanish.* (4) Open by placement or permission. Lab—two hours.

The Spanish Romancero. (4) Study of the importance of the *romancero* in the literature and culture of Spain, focusing on the older ballads of the Middle Ages and Renaissance. Offered in January.

162. *A Panorama of Drama*. (4) A brief sampling of Spanish drama from its early period to contemporary theatre, studying in Spanish representative works from each major period. Approximately six plays. The class will select one play to present in Spanish, with students having directing and acting responsibilities. Offered in January.
171. *Contemporary Spanish American Novel*. (4) A detailed study of a novel in Spanish by each of five or six outstanding contemporary Spanish American novelists, such as Julio Cortázar, Carlos Fuentes, and Gabriel García Márquez. Usually offered in January.
173. *The Mexican Novel in Translation from 1915 to 1955: The Failure of a Revolution*. (4) A study of the Mexican Revolution of 1910-1918 as seen through the eyes of authors contemporary to the events they describe and of those who wrote in its aftermath: Azuela, Guzmán, and Yañez Rulfo and Fuentes. Pass/fail. Usually offered in January.
181. *Colombia: Study Tour of Bucaramanga, Cali, and Medellín*. (4) Travel in Colombia and residence in one of its major cities in homes of private families for a period of three weeks. Students receive instruction in spoken Spanish and in Colombian literature and anthropology or political, social, or economic history. Offered in January.
182. *Introduction to Madrid*. (4) Familiarization with the Spanish people, Spanish culture, and daily life in Madrid during the one-month orientation period preceding the beginning of formal classes in the Semester in Madrid. Classes in conversational and idiomatic Spanish, excursions to points of historical and artistic interest, lectures on selected topics.
187. *Spanish Culture and Language*. (4) A study of Spanish culture and language, tailored to various levels of student ability. Taught only in the Spanish world. Does not count toward the major.
199. *Individual Study*. (2-4) P-Permission of the Department.
214. *Introduction to Hispanic Literature*. (4) Selected readings in Spanish and Spanish American literature. Designed as a substitute for either Spanish 215 or 216. Offered in the summer. P-Spanish 153 or its equivalent.
215. *Major Spanish Writers*. (4) Reading of selected texts. P-Spanish 153 or its equivalent.
216. *Major Spanish American Writers*. (4) Reading of selected texts. P-Spanish 153 or its equivalent.
221. *Conversation and Composition*. (4) Practice in speaking and writing Spanish, stressing correctness of sentence structure, phonetics, pronunciation, fluency, and vocabulary of everyday situations. Lab—one hour. P-Spanish 153.
222. *Advanced Grammar and Composition*. (4) A systematic review of the fundamental principles of comparative grammar, with practical training in writing idiomatic Spanish. Lab—one hour. P-Spanish 153 or its equivalent.
223. *Latin American Civilization*. (4) The culture and its historical development; emphasis on intellectual, artistic, political, social, and economic life. P-Spanish 215 or 216.
224. *Spanish Civilization*. (4) The culture and its historical development; emphasis on intellectual, artistic, political, social, and economic life. P-Spanish 215 or 216.
225. *Survey of Spanish Literature from the Middle Ages through the Seventeenth Century*. (4) Extensive reading and study of trends and influences. P-Spanish 215 or 216.
226. *Survey of Spanish Literature from the Eighteenth Century to the Present*. (4) Extensive reading and study of trends and movements. P-Spanish 215 or 216.
227. *Survey of Spanish American Literature*. (4) Extensive reading and study of works from the colonial through the contemporary periods, with emphasis on the late nineteenth and twentieth centuries. P-Spanish 215 or 216.

Spanish Prose Fiction Before Cervantes. (4) A study of the several types of prose fiction, such as the sentimental, chivalric, pastoral, Moorish, and picaresque novels, prior to 1605. P-Spanish 215 or 216.

Golden Age Drama. (4) A study of the major dramatic works of Lope de Vega, Calderón de la Barca, Tirso de Molina, Ruiz de Alarcón, and others. P-Spanish 215 or 216.

Cervantes. (4) Intensive study of the life and works of Cervantes, with special emphasis on *Quixote* and the *novelas ejemplares*. P-Spanish 215 or 216.

Seminar in Cervantes. (2) A study of special aspects of Cervantes' works, such as the *novelas ejemplares* and his dramatic works. P-Spanish 215 or 216.

Seminar in Hispanic Poetry. (2) A study of selected topics, such as *gongorismo*, the *romancero*, the Generation of 1927. P-Spanish 215 or 216.

Nineteenth Century Spanish Novel. (4) A study of the novels of Valera, Pereda, Galdós, Pío Bazán, Blasco Ibáñez, and their contemporaries. P-Spanish 215 or 216.

Spanish American Novel. (4) A study of the novel in Spanish America from its beginning through the contemporary period. P-Spanish 215 or 216.

Seminar in Spanish American Novel. (4) A study of one or more categories of Spanish American novels, such as romantic, *indianista*, realistic, *gauchesca*, and social protest. P-Spanish 215 or 216.

Nineteenth Century Spanish Drama. (4) A study of the principal dramatic works from classicism to the end of the century.

Modern Spanish Drama. (4) A study of the principal dramatic works from the Romantic movement through the contemporary period. P-Spanish 215 or 216.

Modern Spanish Novel. (4) A study of representative Spanish novels from the Generation of 1898 through the contemporary period. P-Spanish 215 or 216.

Seminar in Modern Spanish Literature. (2) An analysis of selected works representative of literary movements as *costumbrismo*, realism, naturalism, and the contemporary social novel. P-Spanish 215 or 216.

Directed Research. (2) Required for honors in Spanish.

Directed Study. (3-4) Extensive reading and/or research, to meet individual needs. Required for departmental honors. P-Permission of the Department.

Semester in Spain

The Department is affiliated with Stetson University in the operation of a study abroad program conducted at the University of Madrid. Courses are taught by five Spanish professors attached to the University's Facultad de Filosofía y Letras, the Spanish equivalent of the college of arts and sciences. Students live with Spanish families selected by the program's resident director, usually a professor of Spanish from either Wake Forest or Stetson. The resident director also coordinates and supervises the student's academic program and has general oversight of extracurricular activities.

Students should have acquired junior standing, have completed intermediate Spanish or the equivalent, and be approved by both the major department and the Department of Romance Languages. No particular major is required for eligibility.

Approximately thirty courses are available in Spanish language and literature,

art, history, philosophy, economics, political science, and sociology. Course organization and teaching methods in most cases are similar to those in American universities, but all classes are conducted in Spanish.

Social Sciences

381, 382. *Interdisciplinary Study and Research in Developing Areas.* (4,4) This course, designed to introduce students to problems facing developing areas, includes directed studies, intensive field research, and data analysis.

Sociology and Anthropology

John R. Earle, Chairman

Professors E. Pendleton Banks, John R. Earle, Clarence H. Patrick

Associate Professors David K. Evans, William H. Gulley, Stanton K. Tefft, J. Ned Woodall

Assistant Professors Don M. Maultsby, Philip J. Perricone

A major in Sociology requires thirty-six credits and must include Sociology 151, 371, and 372. A major in Anthropology requires a minimum of thirty credits and must include Anthropology 162, 340, 341, and 351, either 356 or 357, and a course in statistics.

Students are encouraged but not required to enroll in a course offering intensive field research training. Only four credits from Anthropology 381-382 and four credits from Anthropology 383-384 may be used to meet major requirements. Additional courses are counted within the limits specified for a single field study.

To be graduated with the designation "Honors in Sociology" or "Honors in Anthropology," highly qualified majors are invited to apply to the Department for admission to the honors program. They must complete a senior research project, document their research, and satisfactorily defend their work in an examination. For additional information members of the departmental faculty should be consulted.

Sociology

151. *Principles of Sociology.* (3 or 4) General introduction to the field; social organization, disorganization, socialization, culture, social change, and other aspects.

152. *Social Problems.* (3 or 4) Survey of contemporary American social problems. Credit not allowed for 344 if this course is taken. P-Sociology 151.

205. *Photography in the Social Sciences.* (3 or 4) Explores the use of photography as a research technique for the social sciences. Camera and darkroom instruction included. *Usually offered in January.* P-Permission of the instructor.

248. *Marriage and the Family.* (3 or 4) The social basis of the family, emphasizing the problems growing out of modern conditions and social change.

301. *Religion as a Social Institution.* (3) A cross-cultural study of religious organizations, cults, and sects. Examination of the forms of organization and their relationship to social factors. *Usually offered in January.* P-Sociology 151.

302. *The Sociology of Cults.* (3) A social scientific assessment of cults as new and deviant religious movements within modern industrial society. Examination of the history,

, organization, and appeal of movements. *Usually offered in January.*

The Police and Society. (4) A study of the position and role of the police in modern society. Examination of the nature of social control in human societies, the role of the police, social control, the police in France, England, and the United States, the extent and causes of crime and treatment of crime in America. *Usually offered in January.* P-Permission of the instructor.

Death and Dying. (3) Study of some of the basic issues and problems of modern man in dying and facing death. *Offered in January.* P-Permission of the instructor.

The Urban Community. (3 or 4) A survey of materials relating to the community as a unit of sociological investigation, with emphasis on the urban setting. Of particular value for community work or community planning. P-Sociology 151.

Medical Sociology. (3 or 4) Analysis of the social variables associated with health and illness and with the practice of medicine. P-Sociology 151.

Aging in Modern Society. (3 or 4) Basic social problems and processes of aging. Social and psychological issues are discussed. P-Sociology 151.

Sociology of Child Development. (3 or 4) Socialization through adolescence in the light of contemporary behavioral science, emphasizing the significance of social structure. P-Sociology 151.

Criminology. (3 or 4) Crime: its nature, causes, consequences and methods of treatment, and prevention. P-Sociology 151.

Juvenile Delinquency. (3 or 4) The nature and extent of juvenile delinquency; an examination of prevention, control, and treatment programs. P-Sociology 151 and permission of the instructor.

Social Deviation and Disorganization. (3 or 4) A theoretical approach to social problems; emphasis is on the relationship between social structure and social problems. Credit is not earned for 152 if this course is taken. P-Sociology 151.

Seminar on Social Change. (3 or 4) An analysis of the nature and theories of social change, including the causes and types of social change, the social effects of invention, the adjustment of social institutions to technological change, and the impact of future technology on society. P-Sociology 151.

Seminar on Social Utopias. (3 or 4) Survey of major utopian literature; emphasis is placed upon both the social organization in utopian proposals and their implicit critique of present society and social ideologies. P-Sociology 151.

Population and Society. (3 or 4) Techniques used in the study of population data. Reciprocal relationship of social and demographic variables. P-Sociology 151.

Race and Culture. (3 or 4) Racial and ethnic group prejudice and discrimination and its effect on social relationships. Emphasis on psychological and sociological theories of prejudice. P-Sociology 151.

Social Stratification. (3 or 4) Methods for locating and studying social classes in the American class structure, function, mobility, and interclass relationships. P-Sociology 151.

72. The Sociological Perspective. (4) A two-semester course dealing with the development and application of major theories and research methods in sociology. A continuing emphasis is made to enable the student to deal with current theoretically oriented research. P-Sociology 151 and permission of the instructor.

Social Statistics. (3 or 4) Basic statistics, emphasizing application in survey research. Who takes this course may not receive credit in Business 268 or Mathematics 157.

386. Special Problems Seminar. (3 or 4) Intensive investigation of current scientific re-

search within the discipline which concentrates on problems of contemporary international anthropology. P-Permission of the instructor.

Anthropology

162. *General Anthropology*. (3 or 4) Basic concepts of anthropology, focusing on the biological and sociocultural evolution of man from Pleistocene to the present and an analysis of temporary cultural diversity.

207. *Mountain Folklore in North Carolina*. (4) The role folklore plays in all human culture, general and in the culture of the mountain people of Western North Carolina in particular. Field trips to mountain counties conducted. *Usually offered in January*.

260. *Archaeological Laboratory Practicum*. (2) Instruction in artifact cleaning, preservation, cataloging, and analysis; preparation of museum exhibits; familiarization with darkroom procedures; drafting and report preparation. P-Permission of the instructor.

261. *Cultural Anthropology Practicum*. (2) Directed in-depth experience in cultural anthropology. P-Anthropology 162.

262. *Physical Anthropology Lab Practicum*. (2) Practical experience in current problems in physical anthropology. P-Anthropology 162.

301. *Archaeology of the Carolina Piedmont*. (4) Readings and field research directed toward collecting and interpreting data on the prehistoric and early historic cultures of the Piedmont region of North Carolina. *Usually offered in January*. P-Permission of the instructor.

303. *None of Your Business*. (3) This course looks at the role of secrecy in society from a historical and cross-cultural perspective. The form and function of both tribal and modern secret organizations (secret services, revolutionary groups, and so forth) studied. The adaptive and maladaptive consequences of secrecy explored. *Usually offered in January*. P-Anthropology 162.

305. *Conflict and Change on Roatan Island (Honduras)*. (4) Readings and field research focus upon the barriers and processes of sociocultural and technological change in a heterogeneous island community. *Usually offered in January*. P-Anthropology 162 and permission of instructor.

307. *Archaeology of Meso-America*. (4) A travel course to major archaeological ruins in Central and Southern Mexico, the National Museum in Mexico City, and possibly certain Guatemalan sites. *Offered in January*.

308. *Yugoslavia: Crossroads of Cultures*. (4) Field study of the people and cultures of Yugoslavia. Visits to four major cities located in three different regions provide opportunities to study museum collections and cultural monuments ranging from Paleolithic to Roman to Turkish times. Reading, lectures, and informal discussions with Yugoslav scholars supplement field work. *Usually offered in January*. P-Permission of the instructor.

340. *Images of Man: Perspectives on Anthropological Thought*. (3 or 4) A study and evaluation of the major anthropological theories of man and society, including cultural evolutionism, historical particularism, functionalism, structuralism, cultural ecology, and cultural materialism. The relevance and significance of these theories to modern anthropology discussed. P-Permission of the instructor.

341. *Cultural Anthropology*. (3 or 4) A cross-cultural analysis of human institutions concerning non-industrial societies. P-Anthropology 162.

342. *Peoples and Cultures of Latin America*. (3 or 4) Ethnographic focus on the elements and processes of contemporary Latin American cultures. P-Anthropology 162 or permission of instructor.

Anthropology and Developing Nations. (3 or 4) Analytic survey of problems facing emerging nations and the application of anthropology in culture-change programs. P-Anthropology 162 or permission of the instructor.

Medical Anthropology. (3 or 4) The impact of Western medical practices and theory on non-Western cultures and anthropological contribution to the solving of world health problems. P-Anthropology 162.

Bioanthropology. (3 or 4) Introduction to biological (physical) anthropology: human biology, evolution, and variability. P-Anthropology 162.

Laboratory Methods in Physical Anthropology. (1) Basic methods utilized by physical anthropologists to gather data, such as blood grouping, measurement dermatoglyphics, dental radiographing. Lab—two hours. P-Permission of the instructor.

Peoples and Cultures of Africa. (3 or 4) The ethnology and prehistory of Negro Africa south of the Sahara. P-Anthropology 162.

Primitive Religion. (3 or 4) The worldview and values of nonliterate cultures as expressed in myths, rituals, and symbols. P-Anthropology 162 or Sociology 151.

Language and Culture. (3 or 4) An introduction to the relations between language and culture including methods for field research. P-Anthropology 162.

Old World Prehistory. (3 or 4) Introduction to prehistoric archaeology; field and laboratory techniques, with survey of world prehistory. P-Anthropology 162.

Personality in Culture. (3 or 4) A seminar designed to study the psychodynamics of social personality and national character. P-Anthropology 162 or Sociology 151.

The American Indian. (3 or 4) Ethnology and prehistory of the American Indian. P-Anthropology 162.

Prehistory of North America. (3 or 4) The development of culture in North America as determined by archaeological research, with an emphasis on paleo-ecology and sociocultural processes. P-Anthropology 162.

Archaeology of the Southeastern United States. (3 or 4) A study of human adaptation in the Southeast from the Pleistocene to the present, emphasizing the role of ecological factors in determining the formal aspects of culture. P-Anthropology 162.

Seminar: Human Ecology and Geography. (3 or 4) The relations between man and the inorganic and organic environment as mediated by culture. P-Anthropology 162 or permission of the instructor.

Forensic Physical Anthropology. (3 or 4) Identification of partly decomposed or skeletonized human remains in a legal context. Principles of age, sex, race, individuation, and recognition of wounds. P-Permission of the instructor.

Field Research in Physical Anthropology. (2, 3 or 4) Training in techniques for the study of problems of physical anthropology, carried out in the field. *Usually offered in January or in the summer.* P-Permission of the instructor.

Primates and Fossil Man. (3 or 4) Investigation of primate and human evolution, both in anatomy and behavior. P-Anthropology 162 or permission of the instructor.

European Peasant Communities. (3 or 4) Lectures, reading, and discussion on selected communities and their sociocultural context, including folklore, folk art, and processes of culture change. P-Anthropology 162 or permission of the instructor.

Research Methods in Anthropology. (3 or 4) Introduction to the principal research techniques used in anthropology. P-Anthropology 162.

381, 382. *Archaeological Research*. (4,4) The recovery of anthropological data through the use of archaeology, taught in the excavation and interpretation of a prehistoric site. P-Anthropology 162.

383, 384. *Field Research in Cultural Anthropology*. (4,4) Training in techniques for the study of foreign cultures, carried out in the field. P-Anthropology 162.

385, 386. *Special Problems Seminar*. (3 or 4) Intensive investigation of current scientific research within the discipline which concentrates on problems of contemporary interest. P-Permission of the instructor.

Speech Communication and Theatre Arts

Donald H. Wolfe, Chairman

Professors Julian C. Burroughs Jr., Franklin R. Shirley, David H. Welker

Associate Professors Harold C. Tedford, Donald H. Wolfe

Assistant Professor Michael D. Hazen

Instructors Carolina S. Fullerton, Betty Jo May, Laura V. Rouzan

Director of Debate Fred C. McLean

For convenience in advising majors, the Department has divided the study of Speech Communication and Theatre Arts into the following fields: (1) communication theory, (2) rhetoric/ public address, (3) radio/television/film, (4) theatre arts and (5) speech pathology/correction. It is possible for a student either to concentrate in one of the first four fields or to take courses across the breadth of the discipline. Specific courses of study are worked out in consultation with departmental advisers.

A major in Speech Communication and Theatre Arts consists of a minimum of forty credits, at least eight of which must be at the 300-level. In order for a course to count toward a student's major, the student must earn a grade of C or higher in the course.

Those students majoring in speech education and theatre arts education are expected to take specific courses which meet the requirements for teacher certification. Information concerning these courses may be obtained from departmental advisers.

Highly qualified majors are invited by the Department to apply for admission to the honors program in Speech Communication and Theatre Arts. To be graduated with the designation "Honors in Speech Communication and Theatre Arts" they must successfully complete 281. For additional information, members of the departmental faculty should be consulted.

280. *Special Seminar*. (4) The intensive study of selected topics in communication. Topics may be drawn from any theory or concept areas of communication such as persuasive communication, organizational communication, film, or theatre.

281. *Honors in Speech Communication and Theatre Arts*. (4) A conference course involving intensive work in the area of special interest for selected seniors who wish to graduate with departmental honors.

282. *Individual Study*. (4) Special research and readings in a choice of interest to be approved and supervised by a faculty adviser.

283, 284. *Debate, Radio/Television/Film, or Theatre Arts Practicum*. (2, 2) Individualized projects in the student's choice of debate, radio/television/film, or theatre arts; includes organization

ings, faculty supervision, and faculty evaluation. No students may register for more than credits of practicum in any semester. No student is allowed to take more than a total of credit units in practicum, only four credits of which may be counted toward a major in Communication and Theatre Arts. Pass/Fail only.

Communication/Public Address

Public Speaking I. (4) A study of the nature and fundamentals of speech communication. Practice in the preparation and delivery of short speeches.

Public Speaking II. (4) The preparation and presentation of short speeches to inform, convince, actuate, and entertain. P-Speech Communication 151.

Interpersonal Communication. (4) The course is divided into three parts: communication theory, person-to-person communication, and small group interaction.

Group Communication. (4) An introduction to the principles of discussion and deliberation in small groups with practice in group problem-solving and discussion leadership.

Voice and Diction (4) A study of the principles of voice and production, with emphasis on phonetics as a basis for correct sound formation.

Oral Interpretation of Literature. (4) Fundamentals of reading aloud, with emphasis on interpretation, analysis, and performance.

Persuasion. (4) A study of the variables and contexts of persuasion in contemporary society.

Argumentation and Debate. (4) A study of the principles of argumentation; practical experience in researching and debating a public policy question.

Rhetorical Theory. (4) A survey of the forms of rhetorical discourse in modern society, with emphasis on major theories.

The Rhetoric of the Women's Movement. (4) A rhetorical study of the speeches of women orators and the impact of those speeches and arguments from 1819 to the present. Informal discussions supplemented by a report on a historical figure and by a contemporary issue. Analysis of why the issue won or lost support in context of the times, the arguments raised, the speaker, and her style. Offered in January.

Clinical Management of Speech and Language Disorders. (4) Methods used to correct speech disorders of voice, rhythm, language, and articulation; observation of methods used with selected cases in clinical or public school setting. Offered in alternate fall semesters.

Audiology. (4) Clinical audiology, including anatomy, physiology, disorders of the hearing mechanism, and interpretations of basic measurements of auditory function. Offered in alternate spring semesters.

Speech and Language Disorders I. (4) Study of the disorders of language, articulation, and rhythm, with special emphasis on functional disorders; focus is on the role the therapist plays in assisting the speech handicapped child. Offered in alternate fall semesters.

Speech and Language Disorders II. (4) Consideration of etiology and symptoms of speech and language problems due to organic disorders of voice, articulation, language, and hearing. Offered in alternate spring semesters.

Communication Theory. (4) An introduction to theory-building in communication and to the major contemporary theorists in the field. P-Speech Communication 151 or permission of instructor.

Special Seminar. (4) The intensive study of selected topics in communication. Topics may be drawn from any theory or concept areas of communication such as persuasion, organization

communication, film, or theatre.

281. *Honors Course*. (4) (See previous description.)

282. *Individual Study*. (4) (See previous description.)

283, 284. *Debate Practicum*. (2,2) (See previous description.)

354. *American Public Address*. (4) The history and criticism of American public address Colonial times to the present.

S355. *Directing the Forensic Program*. (4) A pragmatic study of the methods of directing school and college forensics with work in the High School Speech Institute. *Offered in summer*.

356. *Black Rhetoric*. (4) Study of selected black American speakers and their speeches listening to recorded speeches, reading manuscripts and background information and discussing the speakers, the class traces the development of black rhetoric from the Colonial period to the present. Particular emphasis is placed on the abolitionist, anti-segregationist, and power movements. *Offered in January*.

371. *Research in Communication*. (4) An introduction to design and statistical procedure research in communication.

372. *A Survey of Organizational Communication*. (4) An introduction to the role of communication in organizations, with emphasis on field applications. *Offered in January*.

374. *Mass Communication Theory*. (4) Theoretical approaches to the role of communication reaching mass audiences and its relationship to other levels of communication. *Offered in alternate years*.

375. *Communication and Conflict*. (4) A study of communication in conflict situations on interpersonal and societal levels. *Offered in alternate years*. P-Speech Communication 11 or permission of instructor.

376. *Small Group Communication Theory*. (4) Advanced study of the principles of small group interaction and discussion leadership. P-Speech Communication 155 or permission of instructor.

378. *Semantics and Language Behavior*. (4) A study of the syntactic and semantic aspects of communicative messages.

Radio/Television/Film

241. *Introduction to Broadcasting*. (4) A study of the historical, legal, economic, and social aspects of broadcasting.

245. *Introduction to Film*. (4) Historical introduction to motion pictures through the study of various kinds of films and their relationship to society.

281. *Honors Course*. (4) (See previous description.)

282. *Individual Study*. (4) (See previous description.)

283, 284. *Radio/Television/Film Practicum*. (2, 2) (See previous description.)

341. *Radio/Television/Film Production*. (2, 2, 2) Advanced radio/television/film production workshop. May be taken more than once for two credits each time, but for no more than a total of six credits. P-Speech Communication 283, 284.

342. *Seminar in Radio/Television*. (3 or 4) Extensive readings in and discussion of fundamental theory and current issues in radio and television. Offered on an eleven- or fifteen-week basis. *Offered in the spring*. P-Speech Communication 241.

346. *Film Criticism*. (3 or 4) A study of film aesthetics through an analysis of the work of selected film-makers and film critics. Offered on an eleven- or fifteen-week basis. *Offered in the spring*. P-Speech Communication 245.

Theatre Arts

Introduction to the Theatre. (4) A survey of all areas of theatre art. Experience in laboratory University Theatre productions. May be used to satisfy a requirement in Division I. —three hours.

Stagecraft. (4) A study of the basic elements of theatre technology. Practical experience in laboratory and University Theatre productions. Open to freshmen and sophomores by permission of the instructor. Lab—five hours.

Theories of Acting. (4) A study of acting theories and fundamental acting techniques. Open to freshmen and sophomores by permission of the instructor. Lab—two hours.

Theatre Speech. (4) An intensive course in the analysis and correlation of the physiological, physical, and interpretative aspects of voice and diction on the stage.

The Contemporary English Theatre. (4) An examination of the English theatre through reading, lectures, seminars, and attendance at numerous live theatre performances. The participants expected to submit written reactions to the plays which are seen. Ample time to allow for visits to museums, libraries, and historic places. Taught in London. *Offered in January.* P-Permission of the instructor.

Honors Course. (4) (See previous description.)

Individual Study. (4) (See previous description.)

284. *Theatre Arts Practicum.* (4) (See previous description.)

Theatrical Scene Design. (4) A study of the theories and styles of stage design and their application to the complete play. P-Theatre Arts 121 and 223 or permission of instructor.

Play Directing. (4) An introduction to the theory and practice of play directing. A grade not granted for this course until the student has completed Theatre Arts 322. Lab-two hours. P-Theatre Arts 121 and 226 or permission of the instructor.

Play Production Laboratory. (2) A laboratory in the organization, the techniques, and the problems encountered in a dramatic production. The production of a play for public performance required. P-Theatre Arts 321.

4. *Directing the Drama Program.* (4) A study of the function of drama in the educational curriculum, with emphasis on the secondary level. Laboratory work in the High School Speech Institute. Lab-six hours.

Advanced Acting. (4) A concentrated study of the actor's art through theory and practice. P-Theatre Arts 226 or permission of the instructor.

Theatre History I. (4) A survey of the development of the theatre from its origins to 1870; includes lectures, readings, and reports.

Theatre History II. (4) A survey of the development of the modern theatre from 1870 to the present day; includes lectures, readings, and reports.

Advanced Theatre Speech. (4) Specific study in the theory and personal development of vocal melody, rhythm, color, and harmony according to the form, style, and mood of a theatrical production. P-Theatre Arts 227 or permission of the instructor.



Degrees Conferred

February 6, 1976

Bachelor of Arts

Bert Cosmas Achudume	Lagos, Nigeria
Chilton Alston Thorne Adams	Wilson
Thomas Robert Alm	Skaneateles, New York
Pen Romaine Bissell	Charlotte
Porah Crone Blevins	Springfield, Virginia
David Cannon Buie	Greensboro
Alan Alden Coward	Murphy
David Clifford Cree	Hendersonville
Nathaniel Michael Garstka	Rockville, Maryland
Stephen Harrell	Raleigh
Gregory Hays III	Charlotte
Wesley Hayden Hensley	Murphy
Theresa Cheryl Lowe	Greensboro
Walter Stewart McAlpine	Bennettsville, S.C.
Therendolyn Ann Nergart	Advance
David Duan Carque Nesbit	Lancaster, Pennsylvania
Thomas Dana O'Brien	Rochester, Minnesota
Robert Alan Risen	Kernersville
Ann Roberts	Goldsboro
William Hosea Shepard III	Goldsboro
Jeffrey Sivon	Perry, Ohio
David Eugene Sparrow	Winston-Salem
Gregory Arthur Stabnau	Wilmington, Delaware
Wyn M. Staton	Sanford
Mer Braswell Vernon	Whitakers
Mark Fitzgerald Wright	Fayetteville
David J. Wyche	Hallsboro

Bachelor of Science

Charles D. Adams	Taylorsville
Wesley Harmon Armstrong Jr.	Grifton
Robert Calvin Barnes	Winston-Salem
John Martin Gunderson	Belmont
John Holland Hobbs	Chapel Hill
Francis Allan Horne	Modesto, California
Abdullah Bin Ismail	Kelantan, Malaysia
Wyn Ruth Lane	Greensboro
Steven Roger Martin	Eagle Springs
Nathaniel Stephen Messick	Winston-Salem
Wendy Lynn Newman	Fairfax, Virginia
William David Pettyman II	Winston-Salem
Wendy Jane Pinson	Williamston, West Virginia
Archie Cordelia Pregnall	Jacksonville, Florida
Wanda Kay Smith	Lancaster, Ohio
Wendy Ann Squires	Winston-Salem
Walter Arthur Tillery Jr.	Greensboro
Henry Foy Woodall	Winston-Salem

May 17, 1976

Bachelor of Arts

Douglas Breen Abrams	Crum
Margaret Mary Smith Abrams	Tampa, Fla
Jean Marie Alberts	Bethesda, Mary
Edward Lane Alderman Jr.	Brentwood, Tenn
Jane Carolyn Allen	Danville, Virg
Allen Smith Allsbrook	Ra
Henry Peck Ames III	Fort Lauderdale, Fla
Patricia Kay Anderson	Burton,
Calvin R. Armistead	Pensacola, Fla
Hallie Scott Arrington	Wake Fo
Joanne Rachel Atwell	Mel
Jayne Brooks Ayers	Winston-Sa
Harry E. Bailey Jr.	Levittown, Pennsylv
Constance Diane Baker	Ral
David Raymond Baker	Florence,
John Moseley Banks	Pfafft
Charles Edward Barefoot Jr.	Rae
Richard Alan Barfield	Winter Park, Flo
Sharon Lee Barnett	Silver Spring, Mary
Charles Albert Barrineau	Palatka, Flo
Dennie Thomasson Bartol	Roanoke, Virg
Lewie Lanham Bates III	Greenville,
Barbara Cecile Batson	Winston-Sa
Roland Humphreys Bauer	Hudson, C
Jefferson Vann Beale	Danville, Virg
Beverly Ann Beebe	Bethesda, Mary
Freeman Thomas Bellamy	Winston-Sa
Jeffrey Allen Bellisario	Chester Springs, Pennsylv
Linda Sue Bellows	Greenst
Neal Allan Berkowitz	Jacksonville, Flo
Louis McLean Beto	Danville, Kentu
Frederick David Billups	Annandale, Virg
Lynn Elizabeth Bird	Manilus, New Y
David Chambers Blackburn	Fort Lauderdale, Flo
Willis Eugene Blackwelder Jr.	Greenst
Marlene Denise Blakney	Winston-Sa
John Wayne Blancett	Wilmington, Delau
David Wayne Bland	Virginia Beach, Virg
Yolanda D. Bloom	Winston-Sa
Bruce Christian Boeger	Charl
Robin Lynn Bogue	Winston-Sa
Naomi Joyce Booker	Robl
Ellen Gayle Booth	Henderson
Peter Jon Bosmajian	Severna Park, Maryl
Gerald Ronald Bouchard	Suitland, Maryl
David McDonald Bowers	Charl
Harry Thomas Bowers	Goldst
Russell Ray Bowling	Rale

nie P. Boyd	Raven, Virginia
Charles Rockey Bradley	Wilmington, Delaware
Philip Scott Bradshaw	Harrisonburg, Virginia
Ellen Humphries Brewton	Winston-Salem
Stephen Michael Brewton	Winston-Salem
Way Herbert Bridger III	Bladenboro
Nuel Emerson Britt II	Lumberton
Ken Kent Brown	Summerfield
Martin Lewis Brown	Silver Spring, Maryland
Steven Daryl Brown	Richmond, Virginia
Les Edgar Broyhill II	Lenoir
Anne Marie Bruschi	Hawthorne, New York
John Walter Bryant	Scotland Neck
Craig Buckner	Siler City
Robby Roy Burchfield	High Point
Harry Velvin Burgess	Bethesda, Maryland
John Holt Burroughs	Kinston
John Louise Butler	Hudson, Ohio
John Kristine Byerly	High Point
Charles Pearson Byrd	Fort Lauderdale, Florida
Robert Perry Calahan	Chappaqua, New York
Charles Ray Carlson	Dunwoody, Georgia
Joseph Allan Carpenter	Corning, New York
Les Hadley Cash Jr.	Kingsport, Tennessee
Joseph George Celi	Burlington, New Jersey
David John Chatfield	Cranford, New Jersey
Elizabeth Catharine Childs	Lubbock, Texas
John Louise Chreitzberg	Yardley, Pennsylvania
Jefford Reid Christian	Westfield
Johnela Ann Clagett	Larkspur, Colorado
Thomas Sabrit Clarke	Akron, Ohio
John Kenneth Clay	Winston-Salem
John Ashford Clinard	High Point
Thomas Alexander Cloud	Lakeland, Florida
Johnis Ellen Coats	Sanford
Frances Elizabeth Cole	Fayetteville
Theresa L. Coleman	Washington, D. C.
Les Michael Collier	Laurinburg
Marcus McElroy Collier	Greenville, S.C.
Wald R. Collins Jr.	Mount Airy
Therine Mary Colvard	Greensboro
Johnald Farrell Combs	Santa Maria, California
William Lee Conwell	Colonial Heights, Virginia
David James Copeland	Coatesville, Pennsylvania
Johnus Harshaw Corpening II	Winston-Salem
Mark Costine	Saint Clairsville, Ohio
Johnela Ayres Craven	Bay Shore, New York
Monmond Wayne Crawford	Allentown, Pennsylvania
Anderson Doyle Cromer	King
John Melinda Crutchfield	Tallahassee, Florida
John Cutler	Ann Arbor, Michigan

Richard Shaffer Daniel	Fayette
Henry Wilson Daniels	Smith
Elizabeth Ann Davis	Sewickley, Pennsylv
Stephen Winslow Davis	Ashe
Mark Francis Dehler	Atlanta, Ge
Charles Phillip deJarnette	Decatur, Ge
Jean Marie Denning	Cl
Leslie Anne Denson	Gr
Charlie Wayne Devlin	Bradley,
Paul Newman Dickerson	Waynes
William Bruce Dickerson	Roanoke, Virg
Peter John Dillinger	Winston-S
Michael Joseph Dinnen	Vero Beach, Flo
Annie Day Donaldson	New
Jan Alexandra Doub	Winston-S
Robert E. Draim	Vienna, Virg
Stephen Birchall Duin	Baltimore, Mary
Susan Diane Dunn	Rox
Timothy Richard Eaton	Tuscaloosa, Alab
Robert Adam Eberle	Rockville, Mary
Brian Howard Eckert	Mount Holly, New Je
Ralph Rothwell Eddy Jr.	East Amherst, New
William Benjamin Eddy	Southern P
Drake Stephen Eggleston	Towson, Mary
Donald Preston Elium	Salist
Robert Stanfill Ellison	Knoxville, Tenne
Kenneth Harry Ellzey	Jackson
Constance Hope Everhart	Siler
Claudia Maria Fernandes	Oxon Hill, Mary
Laura Frances Ferrell	Dur
Garland Grier Fincher	Charl
Kathryn Grace Fincher	Matth
Kellee Patricia Finn	Ruxton, Mary
Kevin Michael Firquin	Louisville, Kent
Williard Hall Fisher Jr.	Laurel, Delaw
Linda Lee Flippo	High P
Nancy Sue Fowler	Reids
Lee Carcille Foye	Wilming
Donald Meek Francis	Marion, Virg
Lynda Ellene Francis	Waynes
Patricia Allene Fritz	Ossining, New
William Louis Fuller	Charl
Anne Elizabeth Fulmer	Bo
Sherry Marie Funke	Charl
Deborah Lynn Fyffe	Hainesport, New Je
Steven Morris Gainey	South
Leslie Ann Garst	Boones Mill, Virg
Lewis Reed Gaskin	Charl
John Wells Gillon	Mur
Gregory Evans Godwin	Roanoke Ra
John H. Godwin III	Clearwater, Flo

iano Gomez Del Cerro	Merida, Venezuela
h Phillips Goodman	Fort Lauderdale, Florida
es Todd Graham	Richmond, Virginia
othy Humphrey Graham	Fayetteville
y Augusta Greene	Greensboro
en Sue Grove	Richmond, Virginia
ie Anne Grovert	McLean, Virginia
rence Rucker Gulley	Winston-Salem
ert Curtis Gunst	Pittsburgh, Pennsylvania
mas Charles Gustafson	North Brookfield, Massachusetts
nael Eugene Hager	Goldsboro
ia Cecil Hagins	Lancaster, S.C.
a Fant Hall Jr.	Fayetteville
da Kaye Hall	Greensboro
ta Hamrick	Lincolnton
da Lee Hardison	Raleigh
awrence Hardy Jr.	Winston-Salem
a Tanner Harris	Charlotte
id Bruce Harshbarger	McLean, Virginia
es Dixon Hastings	Winston-Salem
cia Lynn Hatcher	Bristol, Tennessee
th Kay Haughee	Montezuma, Indiana
ard Louis Hause	Farmingdale, New York
a Landrum Hawkins Jr.	Shelby
dy Earnest Hawkins	Lincolnton
th Lawson Hays	Midlothian, Virginia
am Purefoy Hedgepeth Jr.	Lumberton
June Heffelfinger	Circleville, Ohio
a Elizabeth Henry	Clinton
n Alden Hewitt	White Hall, Maryland
ry Levon Hicks	Erwin
ress McCoy Hill Jr.	Hobbsville
erine Ryan Hill	Raleigh
ha Jane Hines	Winston-Salem
iam Hinman	Winston-Salem
uel Laing Hinson III	Alexandria, Virginia
res Marie Hipps	Winston-Salem
hen Glenn Hix	Biscoe
ey Keller Hobart	Durham
mas Wayne Hodges	Gastonia
ara Lou Holland	Ann Arbor, Michigan
ze Moss Holmes	Melbourne, Florida
riette von Kerczek Holoman	Winston-Salem
ne Holth	Miami, Florida
wick Carlisle Hood	Charlotte
Jennings Hope	Charlotte
erick Thornton Hubbard	Laurinburg
Hepner Hudson Jr.	Shushan, New York
rt Manning Hughes II	Williamsburg, Virginia
t Marlene Hyatt	Waynesville
r Douglas James	West Nyack, New York

Daniel George Jaxel	Englewood Cliffs, New Jersey
Kenneth Bronaugh Jennings Jr.	Clemson, South Carolina
Cedric Clifton Jernigan Jr.	Yancey, North Carolina
Doris Ann Shelton Jessup	Mount Airy, North Carolina
Douglas Lehman Jobes	Winchester, Massachusetts
Jerry Lee Johnson	Rowland, North Carolina
Keith Gregory Jolly	Elmwood, North Carolina
Larry Vertice Jones	Greensboro, North Carolina
Millie Joanne Jones	Burlington, North Carolina
Elizabeth Faye Jordan	Raleigh, North Carolina
James Roger Jordan	Richmond, Virginia
Jere Douglas Judd	Durham, North Carolina
Anthony Forgione Kahn	Glen Rock, New Jersey
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Diane Lee Keyser	Miami, Florida
John Edward Kiefer Jr.	Kingsport, Tennessee
Kent Peters Kimbrough	Malvern, Pennsylvania
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Brian James Kingsley	Grosse Pointe Park, Michigan
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James David Knight	Morehead City, North Carolina
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Kathryn Elder Kornegay	Bethesda, Maryland
Carleen Kreider	Glenview, Illinois
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David Gordon Kunzman	Holland, Pennsylvania
Billie Jacqueline Lambert	Calverton, Maryland
Thomas Mercer Lane Jr.	Bernardsville, New Jersey
Ann Elizabeth Laney	Raleigh, North Carolina
Steven Roy Lathan	Winston-Salem, North Carolina
Carolyn Nonie Layton	Winston-Salem, North Carolina
Jonathan Bruce LeCrone	Vandalia, Ohio
Charis Ann Lee	Polk, North Carolina
Debbie Gail Lewis	Thurmond, South Carolina
Karen Ann Lewis	Elon College, North Carolina
Mary Stewart Lindsey	Atlanta, Georgia
William Frederick Lipscomb	Hinsdale, Illinois
Daniel Pace Litteral	Silver Spring, Maryland
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George Mitchell McCormick	Chadbourne, Ohio
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Kathryn Ann McMurtry	Frankfort, Kentucky

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e Elizabeth Maconaughey	Ammandale, Virginia
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hard Daniel Marino	Winchester, Virginia
y Robin Marion	Ararat
rt Craig Markman	Knoxville, Tennessee
y Ruth Marsh	Elkin
ny Lou Martin	Charlotte
ia Kaye Martin	Greensboro
an Tilghman Mason	Wilkesboro
d Broadway Massaggee III	Hendersonville
ilyn Elizabeth Massey	Winston-Salem
id Ross Maurer	North Plainfield, New Jersey
a Wynn Meador	East Point, Georgia
ela Ann Medlin	Rocky Mount
herine Malone Meiburg	Atlanta, Georgia
ol Anne Melton	Saint Augustine, Florida
orah Marie Merritt	Winston-Salem
hael Alan Meyer	Birdsboro, Pennsylvania
t Edward Meyers	Wayne, Pennsylvania
ip C. Miller	Columbus, Ohio
n Franklin Mills	Henderson
le Coyte Minges	Rocky Mount
iam Thomas Mitchell	Winston-Salem
y Jerome Moneuse	Longwood, Florida
uss Mae Moore	Sharon, S.C.
n Dean Moore	Winston-Salem
ry Phillips Moses	Sumter, S.C.
es Louis Moylan	Ellicott City, Maryland
mas Robert Mullinax Jr.	Raleigh
Maye Murray	Springfield, Virginia
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en Kinard Nations	Winston-Salem
ph Lloyd Nault II	Atlanta, Georgia
y Witten Neal	Huntington, West Virginia
uel Henry Nelson	Radnor, Pennsylvania
n Bryan Nelson	Durham
na Jeanne Niquette	Lititz, Pennsylvania
hall Scott Nofle	Acton, Massachusetts
y Everett Norton	Burlington
o Carlyle Nye III	Lumberton
ey Stuart Oglesby	Richmond, Virginia
n Barrington Olsen	Alexandria, Virginia
ald McClaren Owens Jr.	Matthews
y Harte Padgett	Lincolnton
helius Daniel Page III	Gastonia
e Rickey Pardue	Winston-Salem
is Joan Parker	High Point
guerite May Patterson	Bellevue, Florida
hael Timothy Patterson	Leesburg, Florida

Patricia Elaine Patterson	Sa
Michael Hull Plyler	Thoma
Charles Allan Poole	Birmingham, Ala
Gerald Wendell Powell	Cl
Malcolm Reid Powell	Macon, Ge
Melissa Ann Powell	Townsend's Inlet, New J
Pamela Jane Powell	Green
Elaine Salter Pregnall	Jacksonville, F
John Phillip Pruitt	H
Helen Victoria Purgason	Green
Thomas David Quarles II	Washington,
Kevin Milton Quinley	Norfolk, Vir
Jeri Lee Radich	Beach Haven Terrace, New J
Mark Lindsay Raker	Winston-S
Anita Garrison Randall	Winston-S
Kenneth Arthur Reckenbeil	Whippany, New J
Malina Beth Reed	High
John Lauren Remington	Venice, Fl
Ingrid Charlotte Rendez	Bernardsville, New J
Deborah Leah Richardson	Greenville,
Phyllis Elaine Rinehart	Millington, New J
Susan Elizabeth Rink	Berwyn, Pennsyla
David Anthony Roberts	Winston-S
Susan Lynn Roberts	Salis
Robin Hoover Robertson	Portsmouth, Vir
Mary Elizabeth Robinson	White
Nancy Lee Rodda	Homestead, Fl
Lucy Miriam Ross	Chan
Ira Michael Ruby	Richmond, Vir
Dianne Anita Sales	Greens
Joseph Wilds Sallenger	Florence,
John Alfred Sands Jr.	Winston-S
Sigrid Elaine Sarnoff	Basking Ridge, New J
Melvin Julius Scales Jr.	Winston-S
Thomas Allen Scarborough Jr.	Ashe
Morgan Ryan Scott	Rocky M
Caroline Carter Seydell	Wichita Falls, T
Leon Whitfield Shaw	Laurin
Robert Gill Shields	Kingsport, Tenn
J. Clarence Shore	Yadkin
Walter Gregory Sims	
John William Skinner	Ede
Charles Kyle Slatery	Knoxville, Tenn
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Cynthia Glendora Smith	Kerner
Elizabeth Florence Smith	Houston, T
Sandra Massey Smith	Burlin
Stephen Neal Smith	Bristol, Tenn
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William Knight Sparks	Greens
Glenda Gail Stanley	

tt Matthew Stansfield	Dayton, Ohio
h Warren Steen III	Nashville, Tennessee
roll Richard Stegall III	Fort Walton Beach, Florida
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es Davis Sullivan	Cockeysville, Maryland
arles Wesley Sumpter	Lynchburg, Virginia
icia Dianne Swing	Lexington
l Talay Talaysüm	Istanbul, Turkey
en Gary Tate	Hickory
y Suzan Taylor	Fayetteville
ny D. Taylor	Washington, D.C.
h Stuart Taylor III	Greenville, S.C.
tha Elizabeth Taylor	Monroe
my R. Taylor	Waxhaw
ta Banks Templeton	Winston-Salem
nis Clark Tesh	Clemmons
es Finks Thompson	Alcolu, S.C.
hael Leon Thompson	Goldsboro
ne Sue Tillett	Winston-Salem
est Vestal Tilley	Greensboro
k Jeffrey Todd	Yadkinville
garet Allyne Townsend	Roland
othy Neil Tremblay	Winston-Salem
Abel Tswana	Satooma, Rhodesia
glas Clayton Turnage	Annandale, Virginia
iam Bomar Turner III	Rock Hill, S.C.
arles Kenneth Valentine Jr.	Oak Ridge, Tennessee
ueline Lee Van Anda	Fairfax, Virginia
ard Phil Vance	Boone
old Vaughn Vannoy	Chapel Hill
h Robert van Venrooy	Media, Pennsylvania
ert Wylder Vaughan	Ashland, Virginia
in Kenton Vinson	Goldsboro
mas Paul Waldenfels	Tryon
en Bruce Walk	Bluefield, West Virginia
don Rexal Walker Jr.	Burlington
Ann Wall	Elkin
ert Randolph Wallace	Marion
k Alan Wallendjack	Livingstone, New Jersey
Frederick Walpole	Warminster, Pennsylvania
ence Andrew Warco	Washington, Pennsylvania
ard Clinton Warren	Coral Gables, Florida
ley Parham Warren	High Point
ard Olen Wasson	Seaford, Delaware
dney McRee Watson	Elon College
id James Weaver	Sparta, New Jersey
Mills Weed	Clemmons
othy B. Welker	Winston-Salem
on Lee Wheatley	Salisbury, Maryland
k Allen Wheeler	Hazlet, New Jersey

David Charles Whilden	Rai
Knox Haynsworth White	Greenville,
A. Grant Whitney Jr.	Char
James Jones Whyte	Williamsburg, Virg
David J. Wiatr	Norridge, Ill.
Charles William Wiedmann	Seaford, Delaw
David Stuart Wiener	Catonsville, Mary
Richard Scott Wilcox	Baltimore, Mary
Frances Denise Williams	Perrine, Fl
Stephany Denise Williams	Decatur, Geor
Joe Allen Wilson	Mount
Robert Byron Womble	Rai
Martha Joanne Wood	Tampa, Flo
Charles Putnam Woodbury III	Pensacola, Flo
Almira Hanna Worth	Rai
Jeffrey David Yohn	Murrysville, Pennsylv
Benny Dale Younger	Mount
Robert William Zeliff	Rai
Susan Meredith Zellmer	Haddonfield, New Je

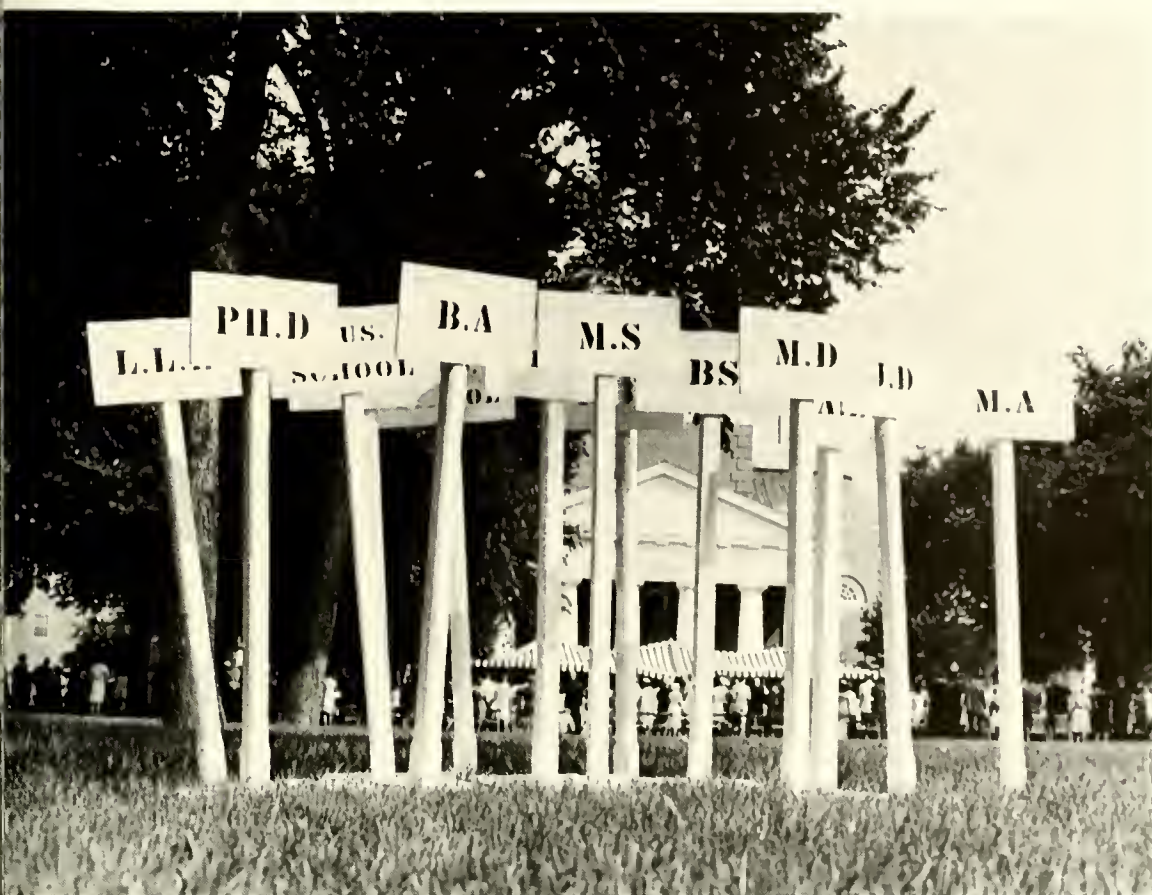
Bachelor of Science

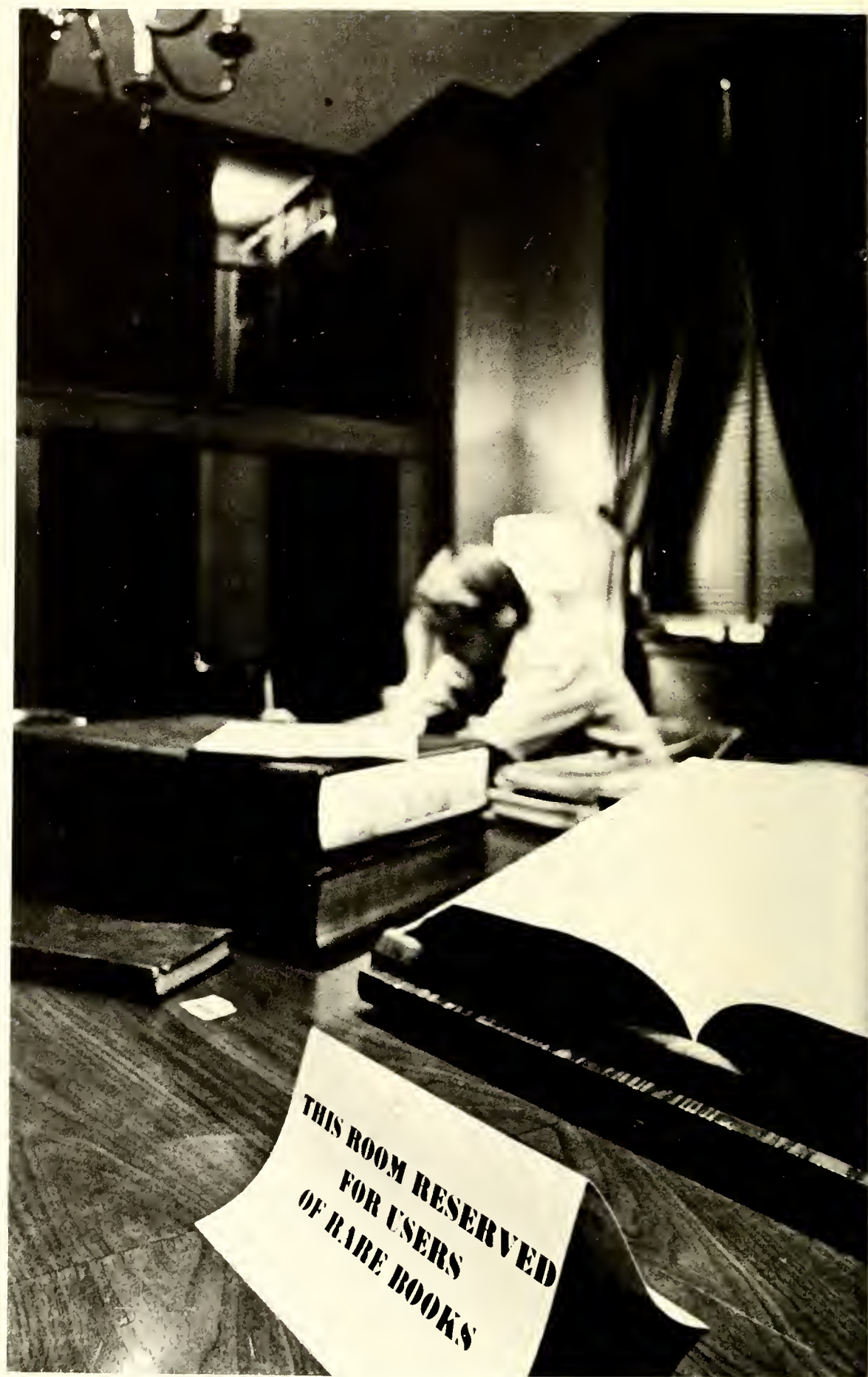
Jesse David Abernethy	Hick
Wesley Floyd Agee	Huntington, West Virg
Albert Charles Anderson	Wake Fo
Benjamin Clyde Angle Jr.	Stoner
James Andrew Appler	Berkeley Heights, New Jer
Betty Catherine Arrington	Winston-Sa
Gregory Lyle Ball	Asher
Phillip Glenn Barkley	Sharpsb
Thomas Jefferson Barton IV	Plainfield, New Jer
Susan Ruth Bass	High P
John Francis Bear	Hamburg, Pennsylv
Gary Carl Bender	Malvern, Pennsylv
Douglas Ray Benfield	Lincoln
Richard Lee Biegel	Naperville, Illi
Barbara Courtney Blackwell	Ler
Carol Lynn Blount	Salisb
Harry Alfred Boles	Walkerto
William Scott Bottenus	Bellerose, New Y
David Lee Bouldin III	High P
Nancy Elizabeth Brawley	Winston-Sa
Thomas Ivan Britt	Rale
Robert William Brown	Spartanburg, S
Sarah Edwards Brown	Seaford, Delaw
Richard H. Bullard Jr.	Greensb
Harry Lynell Bynum	Rocky Mo
Jerome Paul Cartwright II	River Grove, Illin
Andrew Gerard Ciriaco	Fairfield, New Jer
Paul Yelverton Coble	Rale
Nancy Susan Conrads	Atlanta, Geor
James Clay Costigan	Frankfort, Kentu

ard Lowe Cox	Asheboro
ert McCurdy Davidson	Duluth, Georgia
ert Carlton Davis	Youngsville
ara Ann deFerrari	Mahwah, New Jersey
cia Lynn Donnell	Greensboro
cia Ann Dorwart	York, Pennsylvania
mas Johnson Druitt	Tucker, Georgia
orah Elaine Dubose	Spindale
id Richardson Elliott	Richmond, Virginia
Anne Ennis	Fayetteville
mas Keith Fehring	Fort Worth, Texas
nael Scott Franey	Ellicott City, Maryland
en Michael Frank	Lexington
n Alan Frazier	Hockessin, Delaware
iam Sullivan Fulton	Laurinburg
ne Mathew Furin	Boca Raton, Florida
nnon Pope Gardner	Raleigh
mas Kerr George	Rockville, Maryland
sell Mundhenk Gifford	Summit, New Jersey
ald Bosanquet Gilchrist	Leesburg, Florida
elia Ann Goulding	Johnson City, Tennessee
nor Paige Hamilton	Spartanburg, S.C.
es Arthur Haney	Goldsboro
orah Lynn Harrell	Clinton
on Alice Harris	Koenigstein, West Germany
nael Joseph Havrilla	Tresckow, Pennsylvania
y Alan Hayworth	Kernersville
not Charles Hedrick Jr.	Reidsville
Wesley Hege	Lexington
is M. Henderson	Clinton, S.C.
e Michael Herman	Jim Thorpe, Pennsylvania
erine Curry Hobson	Charlotte
iam Carson Honeycutt Jr.	Black Mountain
ert Clarence House III	Scotland Neck
a Sue Huffines	Greensboro
erto Jehu Hunter	Washington, D.C.
iam Iler Jackson III	Winchester, Virginia
ruce Jakubowski	New London, Connecticut
ert David Jarnagin	Dandridge, Tennessee
mas Anderson Jeffries II	Troy
es W. Jenkins, Jr.	Pendleton
l Clayton Johnson	Kansas City, Kansas
k Edgerton Jones	Rutherfordton
ge Robert Jones Jr.	Richmond, Virginia
ette Kelly Jordan	Racford
cia Kent Jordan	Kinston
mony Arthur Kalliche	Poughkeepsie, New York
Sherlock Karel	Chicago, Illinois
ard Glenn Kibbey III	Amarillo, Texas
y Jo Hamilton Lambright	Lancaster, Ohio
ard Douglas Laws	Gastonia

Alison Deon Lee	High
Garrison Thomas Linder	East Quogue, New
Ralph Alan Lockyear	Old Station, Calif
William D. Loucks Jr.	Malvern, Pennsylv
John Matheson McAlpine	Spartanburg,
Donna Mae McArthur	Spartanburg,
Jackson Beagles McCarty III	Marion, Vir
Thomas Alan McInteer	Burtonsville, Mar
Kinsler Boyd Mack Jr.	Charleston,
Anne Marie Marsh	Winston-S
Robert Graham Melton	Br
Rachel Patricia Messina	Jacksonville Beach, Fl
Bruce Hofler Milam	Sun
Kenneth David Miller	Forestville, Inc
Suzanne Miller	Kingsport, Tenn
John David Mills	Lancaster, Pennsylv
Richard Allen Moore Jr.	Upper Marlboro, Mary
Michael Edward Morrisett	Richmond, Vir
Carl Carpenter Mullen Jr.	Lincol
Michael David Murray	Alexandria, Vir
Thomas Lawson Newton	Nashville, Tenu
Mark A. Northam	Wilmington, Dela
James Michael Northup	Mineville, New
Thomas James O'Hara III	West Babylon, New
Theodore David Orban	Scotch Plains, New Je
Mary Roper Osborne	Winston-S
Gwyn Russell Parsons	West Jeffe
Fred Albert Paula	Fredericksburg, Virg
Stefanie Lynn Paulos	Salisbury, Mary
Sandra Kaye Pegram	Belews C
Ronald Ralph Pfister	Wayne, Pennsylv
John Givens Pierce	Richmond, Virg
Carol Anne Pulekines	Kennett Square, Pennsylv
Diane Lynn Raab	Miami, Flo
Thomas James Rae	Winter Park, Flo
Ralph Wayne Reich	Aliquippa, Pennsylv
Michael Ray Reynolds	Neptune, New Je
Alfred Paul Ricci Jr.	South Paris, M
Robert Fladger Richbourg	Alexandria, Virg
George Jeffrey Ritz	Winston-S
Albert Brownlee Rives	Whispering P
Carol Marie Sayer	Washington, I
Stanley Lewis Sears	Riegelu
Craig Van Vliet Seaver	Richmond, Virg
Emily Scott Seawell	Freehold, New Je
Ramsey Edward Shaner	Bethesda, Maryl
Gail Elizabeth Beam Sharp	Scarsdale, New
Kenneth Claude Sharp	Mad
John Elliott Simms Jr.	Towson, Maryl
Barbara Ann Simpson	Ru
Julian Polk Stuart Smith III	Manassas, Virg

ncy Leigh Smith	Clemmons
ott Alan Smith	Fayetteville
ight Wesley Snow	Kernersville
vrance Paul Soderstrom	Advance
rald David Spencer	Martinsville, Virginia
nald Alan Stewart	Cherry Hill, New Jersey
n Arthur Stillman	Winston-Salem
niel Luther Stroupe	Bessemer City
th Alan Szendrey	Cherry Hill, New Jersey
lliam Lee Tate II	Pulaski, Virginia
rris Jeanne Thompson	Greensboro
ymond J. Vallor Jr.	Springfield, Virginia
ristopher Alexander Wadsworth	Harvey Cedars, New Jersey
nes Oliver Warren II	Charlotte
omas Nolan Weaver	New Holland, Pennsylvania
lliam H. Weldon	Westfield, New Jersey
gina Annette Whitehead	Nashville, Tennessee
niel Ingersoll Whittelsey	Coral Gables, Florida
by Ellen Wickman	Atlanta, Georgia
wendolyn Mae Williams	High Point
anor Elaine Wilson	Salisbury
ie Kay Wollaston	Hagerstown, Maryland
thony Quinn Wright	Birmingham, Alabama
n Carol Younger	North Wilkesboro





Distinctions Conferred

February 6, 1976

Cum Laude

h Romaine Bissell
ld Michael Garstka
h Stephen Harrell
na Cheryl Lowe

Amy Stewart McAlpine
Steven Roger Martin
R. Jeffrey Sivon
Olive Ann Squires

Magna Cum Laude

h Gregory Hays III

Summa Cum Laude

a Kay Smith

May 17, 1976

Cum Laude

David Abernethy
aret Mary Smith Abrams
Carolyn Allen
t Charles Anderson
Catherine Arrington
tance Diane Baker
d Raymond Baker
p Glenn Barkley
ie Thomasson Bartol
d Humphreys Bauer
a Sue Bellows
Carl Bender
McLean Beto
d Chambers Blackburn
Wayne Blancett
y Alfred Boles
Gayle Booth
ell Ray Bowling
en Michael Brewton
el Emerson Britt II
e Marie Bruschi
y Roy Burchfield
Velvin Burgess
Louise Butler
Kristine Byerly
a Louise Chreitzberg
Ashford Clinard
us McElroy Collier

Gerald R. Collins Jr.
Karen Melinda Crutchfield
Stephen Winslow Davis
Charles Phillip DeJarnette
Leslie Anne Denson
Patricia Lynn Donnell
Patricia Ann Dorwart
Jan Alexandra Doub
Robert E. Draim
Thomas Johnson Druitt
Susan Diane Dunn
Robert Adam Eberle
Brian Howard Eckert
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Drake Stephen Eggleston
Robert Stanfill Ellison
Kenneth Harry Ellzey
Constance Hope Everhart
Thomas Keith Fehring
Claudia Maria Fernandes
Garland Grier Fincher
Linda Lee Flippo
Donald Meek Francis
Michael Scott Franey
Steven Michael Frank
Kevin Alan Frazier
Patricia Allene Fritz
Wayne Mathew Furin

Deborah Lynn Fyffe	Richard Allen Moore Jr.
Shannon Pope Gardner	Henry Phillips Moses
Lewis Reed Gaskin	Eugene Wilson Muse
John Phillips Goodman	Carolyn Elizabeth Nash
Amelia Ann Goulding	Joseph Lloyd Nault II
James Todd Graham	Samuel Henry Nelson
W. Lawrence Hardy Jr.	Mark A. Northam
Sharon Alice Harris	Lauris Joan Parker
Judith Kay Haughee	Patricia Elaine Patterson
Richard Louis Hause	Stefanie Lynn Paulos
Randy Earnest Hawkins	Sandra Laye Pegram
Terry Alan Hayworth	John Phillip Pruitt
Dermot Charles Hedrick Jr.	Kevin Milton Quinley
Ann June Heffelfinger	Diane Lynn Raab
Bruce Michael Herman	Jeri Lee Radich
Glenn Alden Hewitt	John Lauren Remington
Martha Jane Hines	Deborah Leah Richardson
Janice Moss Holmes	Phyllis Elaine Rinehart
Joanne Holth	Susan Lynn Roberts
Joan Jennings Hope	Joseph Wilds Sallenger
Doris Ann Shelton Jessup	John Alfred Sands Jr.
George Robert Jones Jr.	Carol Marie Sayer
Larry Vertice Jones	Morgan Ryan Scott
John Sherlock Karel	Stanley Lewis Sears
Diane Lee Keyser	Caroline Carter Seydell
Richard Glenn Kibbey III	Gail Elizabeth Beam Sharp
John Edward Kiefer Jr.	Jimmie Clarencene Shore
Carleen Kreider	Julian Polk Stuart Smith III
David Gordon Kunzman	Scott Alan Smith
Billie Jacqueline Lambert	Stephen Neal Smith
Thomas Mercer Lane Jr.	Lawrence Paul Soderstrom
Ann Elizabeth Laney	Carroll Richard Stegall III
Debbie Gail Lewis	Charles Stephen Stewart III
Mary Stewart Lindsey	James Davis Sullivan
Harry Marette Little	Steven Gary Tate
Virginia Janet McDonald	William Lee Tate II
Thomas C. McGraw	Betty Suzan Taylor
Thomas Alan McInteer	Dorris Jeanne Thompson
Debra Arnett McLain	Janine Sue Tillett
Kathryn Anne McMurtry	William Bomar Turner III
Cathy Lou Martin	Harold Vaughn Vannoy
Sheila Kaye Martin	Robin Kenton Vinson
Susan Tilghman Mason	Steven Bruce Walk
Boyd Broadway Massagee III	Lu Ann Wall
Carol Anne Melton	Robert Randolph Wallace
Robert Graham Melton	Mark Alan Wallendjack
Deborah Marie Merritt	Wesley Parham Warren
Kurt Edward Meyers	David James Weaver
Kenneth David Miller	Teri Mills Weed
Philip C. Miller	Knox Haynsworth White
Clyde Coyte Minges	Regina Annette Whitehead

Grant Whitney Jr.
 Carolyn Mae Williams
 Ellen Wilson

Robert Byron Womble
 Robert William Zelif
 Susan Meredith Zellmer

Magna Cum Laude

Glenn Breen Abrams
 Marie Alberts
 Patricia Kay Anderson
 Rachael Atwell
 Donald McDonald Bowers
 Craig Buckner
 Donald Ray Carlson
 Beth Catharine Childs
 Pamela Ann Claggett
 Thomas Alexander Cloud
 Frances Elizabeth Cole
 Donald Farrell Combs
 Mary Susan Conrads
 Larry Cutler
 John Birchall Duin
 Donald Hall Fisher Jr.
 William Louis Fuller
 Elizabeth Fulmer
 Augusta Greene
 Thomas Charles Gustafson
 Linda Lee Hardison
 Deborah Lynn Harrell
 Elizabeth Henry
 John Glenn Hix
 Terine Curry Hobson
 Hepner Hudson Jr.
 Marlene Hyatt
 Thomas Anderson Jeffries II
 Clayton Johnson
 Beth Faye Jordan

Kent Peters Kimbrough
 Charles Jeffrey Kinlaw
 Charis Ann Lee
 Karen Ann Lewis
 Linda Whitney Lowden
 Julie Elizabeth Maconoughey
 Stuart Craig Markman
 Ann Marie Marsh
 Mary Ruth Marsh
 Paula Wynn Meador
 Rachel Patricia Messina
 James Louis Moylan
 Donna Jeanne Niquette
 Larry Everett Norton
 Mary Harte Padgett
 Elaine Salter Pregnall
 Carol Anne Pullekines
 Susan Elizabeth Rink
 Albert Brownlee Rives
 Sandra Massey Smith
 Roger E. Solt
 Gerald David Spencer
 Martha Elizabeth Taylor
 Greta Banks Templeton
 Richard Phil Vance
 Richard Clinton Warren
 Sharon Lee Wheatley
 Stephany Denise Williams
 Jamie Kay Wollaston

Summa Cum Laude

Henry Lyle Ball
 Donald Lee Biegel
 John Edwards Brown
 Patricia Frances Ferrell
 Mary Grace Fincher
 Patricia Lynn Hatcher

Barbara Lou Holland
 James David Knight
 Sara Elliott Krome
 Sigrid Elaine Sarnoff
 Robert Wylder Vaughan

February 6, 1976

Graduating with Honors in Romance Languages Ralph Stephen Harrell

May 17, 1976

Graduating with Honors in Accountancy Thomas Anderson Jeffries III
 Graduating with Honors in Biology Mary Harte Padgett
 Graduating with Honors in Chemistry Albert Brownlee Rives

Graduating with Honors in Economics	Bobby Roy Burc
	Kent Peters Kimb
Graduating with Honors in English	David McDonald B
Graduating with Honors in History	Richard Ray C
	Thomas Alexander
	Sigrid Elaine S
	Wesley Parham V
Graduating with Honors in Mathematics	Sarah Edwards I
	Wayne Mathew
	Rachel Patricia M
	Carol Marie
Graduating with Honors in Music	Jean Marie A
	John Edward
	J. Clarence
Graduating with Honors in Philosophy	Sigrid Elaine S
Graduating with Honors in Politics	Bobby Roy Burc
Graduating with Honors in Psychology	Joni Kristine E
	Stephen Winslow I
	Diane Lee K
	James David K
	Carol Anne M
	William Bomar Turr
	Steven Bruce
Graduating with Honors in Religion	Lucy Augusta G
	Doris Shelton J
	David Gordon Kun
Graduating with Honors in Speech	
Communication and Theatre Arts	Shelia Kaye M
The A. D. Ward Medal	Barbara Lou Ho
The Joseph B. Currin Medal in Religion	James David Ki
The American Bible Society Award	
for Excellence in Biblical Scholarship	Carl Clifton Bla
The H. Broadus Jones Award in Shakespeare	John Taylor
The D. A. Brown Prize	Horace Cr
The Forrest W. Clonts Award for Excellence in History	Wesley Parham Wa
The Claud H. Richards Award for Excellence in Politics	Stuart Craig Mark
The Tom Baker Award in Publications	Deborah Leah Richa
The Tom Baker Award for Excellence in Debate	Roger Eugene
The Ruth Foster Campbell Award for Excellence in Spanish	Anne Elizabeth Fu
The M.D. Phillips Prize in Classical Languages	Deborah Marie M
The John Y. Phillips Prize in Mathematics	Sarah Edwards Br
Lura Baker Paden Medal	Richard Lee B
The A. M. Pullen Medal	Gregory Lyle
The Wall Street Journal Medal	Richard Lee Bi
The President's Trophy	Cadet Lieutenant Colonel Mark Francis De
The Reserve Officers' Association Certificate	Cadet Major Robert Fladger Richb
The American Legion ROTC Medal	Cadet Captain Larry Everett No
The Armed Forces Communication	
and Electronics Association Award	Cadet Captain Henry Peck Ame
The Daughters of the American Revolution	
ROTC Medal	Cadet Major Daniel Pace Lit

Phi Beta Kappa

as Breen Abrams	Thomas Anderson Jeffries
Marie Alberts	Elizabeth Faye Jordan
a Kay Anderson	Todd Clayton Johnson
e Rachael Atwell	James David Knight
ry Lyle Ball	Sara Elliott Krome
ed Lee Biegel	Charis Ann Lee
McDonald Bowers	Karen Ann Lewis
Edwards Brown	Linda Whitney Lowden
raig Buckner	Julie Elizabeth Maconaughey
ed Ray Carlson	Stuart Craig Markman
ance Elizabeth Cole	Mary Ruth Marsh
ald Farrell Combs	Paula Wynn Meador
y Susan Conrads	Rachel Patricia Messina
Cutler	James Louis Moylan
en Winslow Davis	Donna Jeanne Niquette
en Birchall Duin	Larry Everett Norton
Frances Ferrell	Mary Harte Padgett
Taylor Field	Susan Jeanette Patterson
yn Grace Fincher	Carol Anne Pullekines
ed Hall Fisher Jr.	John Lauren Remington
m Louis Fuller	Susan Elizabeth Rink
Frank Gouwens	Sigrid Elaine Sarnoff
Augusta Greene	Roger Eugene Solt
a Lee Hardison	Linda Kay Smith
rah Lynn Harrell	Sandra Massey Smith
r Charles Hartel	Gerald David Spencer
ia Lynn Hatcher	Martha Elizabeth Taylor
n Gregory Hays	Greta Banks Templeton
Elizabeth Henry	Richard Phil Vance
en Glenn Hix	Robert Wylder Vaughan
as Charles Gustafson	Richard Clinton Warren
rine Curry Hobson	Sharon Lee Wheatley
ra Lou Holland	Stephany Denise Williams
Hepner Hudson Jr.	Jamie Kay Wollaston
Marlene Hyatt	

Omicron Delta Kappa

ey Floyd Agee	James David Knight
rd Ray Carlson	Stuart Craig Markman
Cutler	Robert Graham Melton
en Birchall Duin	Albert Brownlee Rives
e Stephen Eggleston	Scott Alan Smith
d Richardson Elliott	Stephen Neal Smith
as Keith Fehring	Robin Kenton Vinson
Taylor Field	Knox Haynsworth White
e Matthew Furin	

Mortar Board

Karen Romaine Bissell
 Constance Elizabeth Cole
 Judith Kay Haughee
 Sara Elliott Krome
 Almena Cheryl Lowe
 Debra Arnett McLain

Kathryn Ann McMurtry
 Lauris Joan Parker
 Diane Lynn Raab
 Jeri Lee Radich
 Deborah Leah Richardson



THE ADMINISTRATION*

Ralph Scales (1967) B.A. Oklahoma Baptist; M.A., Ph.D., Oklahoma; Litt.D., Northern Michigan; LL.D., Alderson-Broadbudd, Duke	President
Graves Wilson (1946, 1951) B.A., Wake Forest; A.M., Ph.D., Harvard	Provost
son Meads (1947, 1963) B.A., California; M.D., Sc.D., Temple	Vice President for Medical Affairs and Director of the Medical Center
William Straughan Jr. (1969) B.A., J.D., Wake Forest; B.D. Union Seminary	Vice President for Development and Associate General Counsel
G. Williard (1958) B. S., North Carolina; C.P.A., North Carolina	Vice President and Treasurer
ell H. Brantley Jr. (1953) B.A., Wake Forest	Assistant to the President and Director of Communications
ressa H. Schoonmaker (1975) B.A., J.D., Wake Forest	Assistant to the President
tha E. Shore (1976) B.A., North Carolina	Administrative Coordinator

Offices of Student Services

id Allen Hills (1960) B.A., Kansas; M.A., Ph.D., Iowa	Coordinator of Student Services
k H. Reece (1956) B.S., Wake Forest	Dean of Men
a M. Leake (1964) B.A., Louisiana State; M.R.E., Southern Baptist Seminary	Dean of Women
id L. Robertson (1975) B.A., Lenoir Rhyne; M.Ed., Georgia	Director of the College Union and Assistant to the Dean of Men
vard R. Cunnings (1974) B.S.M., M.Ed., St. Lawrence	Director of Housing

Office of the Dean of the College

mas E. Mullen (1957) B.A., Rollins; M.A., Ph.D., Emory	Dean of the College
ert Allen Dyer (1956) B.A., Louisiana State; Th.M., Th.D., Southern Baptist Seminary	Associate Dean of the College
y A. Hale (1970) B.A., Wake Forest; M.Div., Duke; Ed.D., Indiana	Assistant Dean of the College
l M. Gross Jr. (1959) B.S., Duke; Ph.D. Brown	Coordinator of the Honors Program

*The following name indicates year of appointment.
†Sent on leave, spring 1977.

Office of the Dean of the Summer Session

Percival Perry (1939, 1947) *Dean of the Summer Session*
B.A., Wake Forest; M.A. Rutgers; Ph.D., Duke

Office of the Dean of the Graduate School

Henry Smith Stroupe (1937) *Dean of the Graduate School*
B.S., M.A., Wake Forest; Ph.D., Duke

Harold O. Goodman (1958) *Associate Dean for Biological Graduate Studies*
B.A., M.A., Ph.D., Minnesota

Office of the Dean of the School of Law

Pasco M. Bowman II (1970) *Dean of the School of Law*
B.A., Bridgewater; J.D., New York

Buddy O. Herring II (1973) *Assistant Dean of the School of Law*
B.A., J.D., Wake Forest

Gail O. Donoway (1976) *Director of Placement*
B.A., New Hampshire; M.Ed., Miami

Office of the Dean of the Babcock Graduate School of Management

Frank J. Schilagi (1971) *Dean of the Babcock Graduate School of Management*
B.B.A., M.B.A., Ph.D., Georgia

Bernard L. Beatty (1974, 1976) *Assistant Dean for Program Management*
B.S., Ohio State; M.B.A., Ph.D., Harvard

Harry F. Kelsey Jr. (1976) *Director of the Center for Management Development*
M.B.A., Ph.D., Indiana

Offices of the Bowman Gray School of Medicine

Richard Janeway (1966) *Dean of the Bowman Gray School of Medicine*
B.A., Colgate; M.D., Pennsylvania

Nat E. Smith (1976) *Associate Dean of the Bowman Gray School of Medicine*
B.A., Erskine; M.D., Georgia

C. Nash Herndon (1942, 1966) *Associate Dean for Research Development*
B.A., Duke; M.D., Jefferson

Clyde T. Hardy Jr. (1941) *Associate Dean for Patient Services*
B.A., Richmond

Warren H. Kennedy (1971) *Associate Dean for Administration*
B.B.A., Houston

John D. Tolmie (1970) *Associate Dean for Student Affairs*
B.A., Hobart; M.D., McGill

Emery C. Miller Jr. (1955) *Associate Dean for Continuing Education*
B.A., North Carolina; M.D., Johns Hopkins

James C. Leist (1974) *Assistant Dean for Continuing Education*
B.S., Southeastern Missouri State; M.S., Ed.D., Indiana

B. Lionel Truscott (1968) *Associate Dean for Admissions*
B.A., Drew; M.A., Syracuse; M.S., Ph.D., M.D., Yale

Office of the Director of Communications

- William H. Brantley Jr. (1953) *Assistant to the President and
Director of Communications*
B.A., Wake Forest
Publications Manager
- Thomas W. Lentz (1973)
B.A., North Carolina
- William E. Ray (1975) *Publications Editor and
Director of the Artists Series*
B.A., Wake Forest; M.A., Ph.D., North Carolina

Offices of Development and Alumni Affairs

- William Straughan Jr. (1969) *Vice President for Development
and Associate General Counsel*
B.A., J.D., Wake Forest; B.D., Union Seminary
Director of Estate Planning
- Thomas H. Corpening (1969)
B.A., Wake Forest; B.D., Southern Baptist Seminary
- George William Joyner Jr. (1969) *Director of Alumni Affairs*
B.A., Wake Forest
- Douglas Lee (1973) *Director of University Relations*
B.A., Richmond; B.D., S.T.M., Southeastern Baptist Seminary; Ph.D., Iowa
- Robert D. Mills (1972) *Assistant Director of Alumni Affairs*
B.A., Wake Forest
- Wayne R. Parker (1974) *Foundations Officer*
B.A., Salem

Office of the Treasurer

- G. Williard (1958) *Vice President and Treasurer*
B.S., North Carolina; C.P.A., North Carolina
- Thomas O. Holder (1969) *Controller*
B.B.A., Wake Forest
- Philip D. Denny (1977) *Assistant Controller*
B.S., Mars Hill; C.P.A., North Carolina

Office of the Registrar

- Margaret R. Perry (1947) *Registrar*
B.S., South Carolina
- David Gasque (1974) *Assistant to the Registrar*
B.A., Wake Forest

Office of Admissions and Financial Aid

- William G. Starling (1958) *Director of Admissions and Financial Aid*
B.B.A., Wake Forest
- Wayne P. Hamrick (1957) *Associate Director of Admissions*
B.A., North Carolina; M.A. in Ed., Wake Forest
- Charles M. Carter (1972) *Admissions and Financial Aid Counselor*
B.S., Winston-Salem State; M.S., Indiana
- Thomas O. Phillips (1974) *Scholarships Officer*
B.A., Wake Forest

Ellen Coats (1976)
B.A., Wake Forest

Admissions Cou

Office of Records and Institutional Research

Ben M. Seelbinder (1959) *Director of Records and Institutional Re*
B.A., Mississippi Delta State; M.A., Ph.D., North Carolina

University Libraries

Merrill G. Berthrong (1964) *Director of Lib*
B.A., Tufts; M.A., Fletcher; Ph.D., Pennsylvania

Vivian L. Wilson (1960) *Librarian of the School o*
B.A., Coker; B.S. in L.S., George Peabody

Jean B. Hopson (1970) *Librarian of the Babcock Gr*
B.S. Murray State; M.A., George Peabody;
M.B.A., Wake Forest *School of Manag*

Michael D. Sprinkle (1972) *Librarian of the Bowman*
B.A., M.S. in L.S., North Carolina *School of Me*

Richard J. Murdoch (1966) *Assistant to the Directo*
B.A., Pennsylvania Military; M.S. in L.S., Villanova *Curator of Rare*

William K. Ach (1967) *Microtext Lib*
B.A., Belmont Abbey; B.S. in L.S., North Carolina

Ruth Ames (1975) *Archivist and Assistant Reference Lib*
B.A., Utah

Patricia B. Giles (1973) *Acting Reference Lib*
B.A., Fairmont State; M.A. in L.S., George Peabody

Minnie M. Huggins (1959) *Documents Lib*
B.A., Meredith; B.S. in L.S., North Carolina

Michael J. LaCroix (1972) *Acquisitions Lib*
B.A., MacMurray; M.S. in L.S., Kentucky

Deborah E. Luck (1972) *Periodicals Lib*
B.S., Appalachian; M.S. in L.S., Florida State

Anne M. Nicholson (1961) *Technical Services Lib*
B.A., Meredith; B.S. in L.S., North Carolina

James M. Nicholson (1961) *Circulation Lib*
B.A., M.A., Baylor; M.S. in L.S., North Carolina

Barbara B. Salt (1971) *Assistant Acquisitions Lib*
B.A., Florida

Margaret V. Shoemaker (1957) *Assistant Catalog Lib*
B.S., Georgia State; B.A. in L.S., Emory

John R. Woodard Jr. (1964) *Director of the Ethel Taylor Critte*
B.A., Wake Forest *Collection in Baptist Hi*

Office of the Chaplain

Dr. D. Christman (1956, 1961) *University Chaplain*
B.A., J.D., Wake Forest; B.D., Southeastern Baptist Seminary;
S.T.M., Union Seminary

Dr. W. McBride (1969) *Assistant Chaplain and Director*
B.S., Virginia; M.Div., Union Seminary *of the Baptist Student Union*

Center for Psychological Services

M. Austin (1975) *Director of the Center for*
B.A., Monmouth; Ph.D., Southern Illinois *Psychological Services*

University Health Service

Dr. A. Jemison Jr. (1964) *Director of the Health Service*
M.D., Wake Forest

Dr. J. Crutchfield (1968) *Consultant in Clinical Services*
B.S., Wake Forest; M.D., Virginia

Offices of Personnel and Placement

Dr. L. Ferrell (1975) *Director of Personnel*
B.A., North Carolina; M.S., Virginia Commonwealth

Dr. S. Disque (1976) *Director of Placement and Career Development*
B.A., Duke; M.Ed., Virginia

Dr. A. Griffith (1966) *Director of Equal Opportunity*
B.S., Wake Forest; M.Ed., North Carolina

Offices of Educational Services

Dr. J. Preseren (1953) *Director of the Educational Media Center*
B.S., California State (Pennsylvania); M.A., Columbia; Ph.D., North Carolina

Dr. M. Elmore (1962) *Director of Counselor Education*
B.A., Wake Forest; M.A., George Peabody; Ph.D., Ohio State

Office of the Director of Athletics

Dr. Eugene Hooks (1956) *Director of Athletics*
B.S., Wake Forest; M.Ed., North Carolina; Ed.D., George Peabody

Dr. M. Roberts (1976) *Associate Director of Athletics*
B.A., Ph.D., Baylor

Dr. J. Casey (1949) *Director of Women's Athletics*
B.S., North Carolina (Greensboro); M.A., North Carolina

Dr. G. Gainey (1976) *Director of Sports Information*
B.A., North Carolina

Dr. E. Herman (1976) *Assistant Director of Sports Information*
B.A., Wake Forest

Dr. T. Bartholomew (1969) *Director of the Deacon Club*
B.A., Wake Forest

Dr. J. Martin Jr. (1973) *Business Manager*
B.A., Wake Forest; M.S., Purdue

Chuck Mills (1973)	<i>Head Football</i>
B.S., Illinois State; M.A., California State	
Vito Ragazzo (1976)	<i>Associate Head Football</i>
B.S., William and Mary	
Cliff Yoshida (1973)	<i>Assistant Football</i>
B.S., California State Polytechnic	
Steve Bernstein (1973)	<i>Assistant Football</i>
M.A., Utah State	
Harry Elliott (1973)	<i>Assistant Football</i>
B.A., Syracuse	
Gene McKeehan (1973)	<i>Assistant Football</i>
M.A., Utah State	
Mike Cook (1975)	<i>Assistant Football</i>
B.A., Coker; M.A., Appalachian	
Win Headley (1975)	<i>Assistant Football</i>
B.A., M.A., Wake Forest	
Ed Wilson (1976)	<i>Assistant Football</i>
B.S., M.Ed., Arizona	
Carl Tacy (1972)	<i>Head Basketball</i>
B.S., Davis and Elkins; M.S., Radford	
Ed Hall (1976)	<i>Assistant Basketball</i>
B.A., Southern Florida; M.S., Old Dominion	
David Odom (1976)	<i>Assistant Basketball</i>
B.A., Guilford; M.Ed., East Carolina	
Leo Ellison Jr. (1957)	<i>Swimming</i>
B.S., M.S., Northwestern State	
James H. Leighton Jr. (1962)	<i>Tennis</i>
B.A., Presbyterian	
J. William Dellastatious (1957)	<i>Track and Cross Country</i>
B.S., M.S., Missouri	
Marvin Crater (1976)	<i>Baseball</i>
Lewis Martin (1958)	<i>Tr</i>
Joe Lee Puckett (1974)	<i>Academic Adviser</i>
B.A., Wake Forest	<i>Assistant Tr</i>
David Tinga (1973)	<i>Equipment Super</i>

University Theatre

Harold C. Tedford (1965)	<i>Director of Th</i>
B.A., Ouachita; M.A., Arkansas; Ph.D., Louisiana State	

Id H. Wolfe (1968) *Associate Director of Theatre*
 B.S., M.S., Southern Illinois; Ph.D., Cornell

ll E. Houchen (1976) *Technical Director*
 B.A., East Washington State; M.A., Oregon

University Radio

C. Burroughs Jr. (1958) *Director of Radio*
 B.A., Wake Forest; M.A., Ph.D., Michigan

University Bands

vidson Burgess (1974) *Director of Bands*
 B.S., Concord College; M.A., Marshall

Computer Center

t Jackson (1974) *Director of the Computer Center*
 B.S., Wake Forest

University Stores

rd T. Clay (1956) *Director of University Stores*
 B.B.A., Wake Forest

rd D. Whisnant (1960) *Assistant Director of University Stores*
 B.B.A., Wake Forest

Physical Plant

d S. Moore (1953) *Director of the Physical Plant*
 B.M.E., Virginia

ford T. Moseley (1973) *Assistant to the Director of the Physical Plant*
 B.S., Western Kentucky; M.S., Georgia Tech; M.A., George Washington

e R. Weatherly (1947) *Superintendent of Buildings*

n Q. Layton (1951) *Superintendent of Grounds*
 B.S., Wake Forest

t B. Scales (1956) *Superintendent of Building Services*

Reynolda House

las B. Bragg (1970) *Executive Director of Reynolda House*
 B.A., Wake Forest

Ecumenical Institute

le U. Broach (1974) *Director of the Ecumenical Institute*
 B.A., Georgia; Th.M., Th.D., Southern Baptist Seminary



THE COLLEGE FACULTY

- J. Adams (1975) *Adjunct Assistant Professor of Physical Education*
B.S., M.A., California State; Ph.D., Southern Illinois
- Ann A. Adams (1976) *Instructor in Psychology*
B.S., M.A., Alabama
- S. M. Allen (1941) *Professor of Biology*
B.S., M.A., Wake Forest; Ph.D., Duke
- Douglas Allen (1976) *Visiting Instructor in Economics*
B.A., Wake Forest; Ph.D., Virginia
- D. Amen (1962) *Associate Professor of Biology*
B.A., M.A., Northern Colorado; M.B.S., Ph.D., Colorado
- Marie Anderson (1973) *Assistant Professor of Psychology*
B.A., Central (Iowa); M.A., Ph.D., Nebraska
- J. Andronica (1969) *Associate Professor of Classical Languages*
B.A., Holy Cross; M.A., Boston College; Ph.D., Johns Hopkins
- William Angell (1955) *Professor of Religion*
B.A., Wake Forest; S.T.M., Andover Newton; Th.M., Ph.D., Southern Baptist Seminary
- Marie S. Angell (1972) *Instructor in Music*
B.M., Louisville
- Artom (1975) *Lecturer in Romance Languages*
- M. Austin (1975) *Lecturer in Psychology*
B.A., Monmouth; Ph.D., Southern Illinois
- Wallace Baird (1963) *Professor of Chemistry*
B.A., Berea; Ph.D., Wisconsin
- Edleton Banks (1954) *Professor of Anthropology*
B.A., Furman; A.M., Ph.D., Harvard
- P. Barefield (1963) *Associate Professor of History*
B.A., M.A., Rice; Ph.D., Johns Hopkins
- Ed C. Barnett (1961) *Professor of History*
B.A., Wake Forest; M.Ed., Ph.D., North Carolina
- Ed M. Barrow (1948) *Professor of Physical Education*
B.A., Westminster; M.A., Missouri; P.E.D., Indiana
- V. Baxley (1968) *Associate Professor of Mathematics*
B.S., M.S., Georgia Tech; Ph.D., Wisconsin
- Ed C. Beck (1959) *Professor of Psychology*
B.A., Ph.D., Illinois
- E. Becker (1969) *Associate Professor of Biology*
B.S., Gustavus Adolphus; M.S., South Dakota State; Ph.D., Michigan State

- Gretchen J. Belovicz (1975) *Adjunct Assistant Professor of B*
B.A., Hobard and William Smith; M.S., Ph.D., Purdue
- Merrill G. Berthrong (1964) *Associate Professor of H*
B.A., Tufts; M.A., Fletcher; Ph.D., Pennsylvania
- *Deborah L. Best (1973) *Instructor in Psych*
B.A., M.A., Wake Forest
- *Liane Bidwell (1976) *Instructor in Psych*
B.A., Antioch; M.S.W., Adelphi; M.A., Wake Forest; Ph.D., North Carolina
- Miles O. Bidwell (1972) *Assistant Professor of Econ*
B.A., M.A., Ph.D., Columbia
- Ronald L. Blankespoor (1973) *Assistant Professor of Cher*
B.A., Dordt; Ph.D., Iowa State
- **Edith M. Bolick (1976) *Instructor in Soci*
B.A., Catawba; M.A., North Carolina
- W. Thomas Boone (1973) *Visiting Assistant Profes*
B.S., M.Ed., Northwestern State; Ph.D., Florida
Physical Educ
- Sterling M. Boyd (1968) *Associate Professor c*
B.A., Sewanee; M.A., Oberlin; Ph.D., Princeton
- Jesse C. Brackett Jr. (1975) *Assistant Professor of Military Sc*
B.S., North Carolina State; M.B.A., Wake Forest
- Germaine Bree (1973) *Kenan Professor of Huma*
Licence, E.E.S., Agregation, Paris; Litt.D., Smith, Mount Holyoke, Allegheny, 1
Oberlin, Dickinson, Rutgers, Wake Forest, Brown, Wisconsin, New York,
sachusetts, Kalamazoo; L.H.D., Wilson, Colby, Michigan, Davis-Elkins; L
Middlebury
- Robert W. Brehme (1959) *Professor of Ph*
B.S., Roanoke; M.S., Ph.D., North Carolina
- David M. Broyles (1966) *Associate Professor of Pc*
B.A., Chicago; B.A., Florida; M.A., Ph.D., California
- George McLeod Bryan (1956) *Professor of Rel*
B.A., M.A., Wake Forest; B.D., Ph.D., Yale
- Shasta M. Bryant (1966) *Professor of Romance Langui*
B.A., M.A., Ph.D., North Carolina
- Julian C. Burroughs Jr. (1958) *Professor of Speech Communic*
B.A., Wake Forest; M.A., Ph.D., Michigan
- William E. Cage (1967) *Associate Professor of Econc*
B.A., Rockford; Ph.D., Virginia
- Linda G. Cappel (1976) *Instructor in Educ*
B.A., High Point
- Richard D. Carmichael (1971) *Associate Professor of Mathem*
B.S., Wake Forest; M.A., Ph.D., Duke.

*Part-time.

**Fall 1976.

- ice Carroll (1974) *Sam J. Ervin Jr. University Lecturer*
B. Litt., Marquette, Duke; Litt.D., Wake Forest
- A. Carter Jr. (1961) *Professor of English*
B.A., Virginia; M.A., Ph.D., Princeton
- thy Casey (1949) *Assistant Professor of Physical Education*
B.S., North Carolina (Greensboro); M.A., North Carolina
- d W. Catron (1963) *Associate Professor of Psychology*
B.A., Furman; Ph.D., George Peabody
- n L. Clark Jr. (1976) *Lecturer in Business*
B.A., Ohio State; M.B.A., Kentucky
- a N. Clark (1974) *Assistant Professor of Education*
B.A., Stetson; M.S., Ed.D., Tennessee
- in S. Coats (1976) *Lecturer in Art*
B.S.A., East Texas State; M.F.A., Oklahoma
- E. Collins (1970) *Associate Professor of Religion*
B.S., M.S., Tennessee; B.D., Southeastern Baptist Seminary; Ph.D., Princeton
- A. Cook (1975) *Instructor in Art*
B.F.A., Michigan State; M.F.A., Northern Illinois
- P. Cook Jr. (1957) *Associate Professor of Accountancy*
B.S., Virginia Polytechnic; M.S., Tennessee; C.P.A., Arkansas
- one Covey (1968) *Professor of History*
B.A., Ph.D., Stanford
- ces Creighton (1976) *Instructor in Romance Languages*
B.A., Marshall; M.A., Tennessee
- orie Crisp (1947) *Associate Professor of Physical Education*
B.S., Appalachian State; M.A., George Peabody
- ra F. Daniel (1975) *Assistant Professor of Romance Languages*
B.A., Talladega College; M.A., Ph.D., Rochester
- orah S. David (1975) *Instructor in Physical Education*
B.S., M.A., Florida
- ha Davis (1976) *Instructor in Education*
B.S., Campbell; M.Ed., Virginia
- lliam Dellastatious (1975) *Lecturer in Physical Education*
B.S., M.S., Missouri
- P. Dewasthali (1975) *Visiting Lecturer in Business*
B.S., Bombay; M.S., Ph.D., Delaware
- F. Dimmick (1961) *Associate Professor of Biology*
B.S., M.S., Western Illinois; Ph.D., Illinois
- ld V. Dimock Jr. (1970) *Associate Professor of Biology*
B.A., New Hampshire; M.S., Florida State; Ph.D., California
- ph Dodson (1977) *Visiting Lecturer in Education*
B.A., Western Carolina; M.Ed., Ed.D., Georgia

- Robert H. Dufort (1961) *Professor of Psychology*
B.A., Ph.D., Duke
- Robert Dyer (1956) *Professor of Religion*
B.A., Louisiana State; Th.M., Th.D., Southern Baptist Seminary
- John R. Earle (1963) *Professor of Sociology*
B.A., Wake Forest; M.A., Ph.D., North Carolina
- Neal F. Earls (1973) *Instructor in Physical Education*
B.A., South Florida; M.A., Wake Forest
- *Linda E. Early (1977) *Instructor in Theatre*
B.A., Wake Forest
- Leo Ellison Jr. (1957) *Assistant Professor of Physical Education*
B.S., M.S., Northwestern State
- Thomas M. Elmore (1962) *Professor of Education and Counseling Psychology*
B.A., Wake Forest; M.A., George Peabody; Ph.D., Ohio State
- Gerald W. Esch (1965) *Professor of Biology*
B.S., Colorado College; M.S., Ph.D., Oklahoma
- Herman E. Eure (1974) *Assistant Professor of Biology*
B.S., Maryland State; Ph.D., Wake Forest
- David K. Evans (1966) *Associate Professor of Anthropology*
B.S., Tulane; Ph.D., California
- Stephen Ewing (1971) *Assistant Professor of Business*
B.S., Howard Payne; M.B.A., Baylor; D.B.A., Texas Tech
- Philippe R. Falkenberg (1969) *Associate Professor of Psychology*
B.A., Queen's (Ontario); Ph.D., Duke
- **Marjorie Felmet (1964) *Instructor in Mathematics*
B.A., North Carolina; M.A., Eastman
- Jack D. Fleer (1964) *Associate Professor of Political Science*
B.A., Oklahoma Baptist; M.S., Florida State; Ph.D., North Carolina
- Carl B. Fliermans (1976) *Adjunct Assistant Professor of Biology*
B.S., Asbury; M.S., Kentucky; Ph.D., Indiana
- Walter S. Flory (1963) *Babcock Professor of Botany*
B.A., Bridgewater; M.A., Ph.D., Virginia; Sc.D., Bridgewater
- Philip John Forbes (1976) *Instructor in Physical Education*
B.S., M.A., Murray State
- Doyle R. Fosso (1964) *Associate Professor of Engineering*
A.B., Harvard; M.A., Michigan; Ph.D., Harvard
- Ralph S. Fraser (1962) *Professor of General Science*
B.A., Boston; M.A., Syracuse; Ph.D., Illinois
- Donald E. Frey (1972) *Assistant Professor of Economics*
B.A., Wesleyan; M.Div., Yale; Ph.D., Princeton

*Part-time.

**Fall 1976.

- ine S. Fullerton (1969) *Instructor in Theatre Arts*
B.A., Rollins; M.A., Texas Christian
- en J. Gamble (1973) *Assistant Professor of Military Science*
B.A., Siena College
- reth Gengozian (1971) *Adjunct Professor of Biology*
B.S., M.S., Ph.D., Wisconsin
- C. Gentry (1949) *Professor of Mathematics*
B.S., Wake Forest; B.S., New York; M.A., Ph.D., Duke
- itfield Gibbons (1971) *Adjunct Associate Professor of Biology*
B.S., M.A., Alabama; Ph.D., Michigan State
- topher Giles (1951) *Assistant Professor of Music*
B.S., Florida Southern; M.A., George Peabody
- een Glenn (1974) *Associate Professor of Romance Languages*
B.A., M.A., Ph.D., Stanford
- ishna Govind Gokhale (1960) *Professor of History and Asian Studies*
B.A., M.A., Ph.D., Bombay
- as F. Gossett (1967) *Professor of English*
B.A., M.A., Southern Methodist; Ph.D., Minnesota
- L. Griffin Jr. (1975) *Assistant Professor of Military Science*
B.S., Tuskegee Institute; M.S., Florida Tech
- ge J. Griffin (1948) *Professor of Religion*
B.A., Wake Forest; Th.B., Southern Baptist Seminary; B.D., Yale; Ph.D., Edinburgh
- M. Gross Jr. (1959) *Associate Professor of Chemistry*
B.S., Duke; Ph.D., Brown
- am H. Gulley (1966) *Associate Professor of Sociology*
B.A., M.A., Ph.D., North Carolina
- d W. Hadley (1966) *Assistant Professor of History*
B.A., Wake Forest; A.M., Ph.D., Harvard
- A. Hall (1958, 1961, 1967) *Associate Professor of Education*
B.A., Wake Forest; M.A., Ed.D., George Peabody
- ett Willard Hamrick (1952) *Professor of Religion*
B.A., North Carolina, Ph.D., Duke
- ip J. Hamrick Jr. (1956) *Professor of Chemistry*
B.S., Morris Harvey; Ph.D., Duke
- coise Hansberger (1972) *Lecturer in Romance Languages*
Licence, Agregation, Paris
- V. Harris (1956) *Professor of Classical Languages*
B.A., Wake Forest; B.D., S.T.M., Yale; Ph.D., Duke
- lle S. Harris (1957) *Instructor in Music*
B.A., B.M., Meredith

time.

May 18, 1976.

- Ysbrand Haven (1965) *Professor of 1*
Candidate, Doctorandus, Doctor, Groningen
- Elmer K. Hayashi (1973) *Assistant Professor of Mathe*
B.A., California; M.S., San Diego State; Ph.D., Illinois
- Michael D. Hazen (1974) *Assistant Profe*
B.A., Seattle Pacific; M.A., Wake Forest; Ph.D., Kansas *Speech Commun*
- N. Rick Heatley (1970) *Visiting Assistant Profe*
B.A., Baylor; M.A., Ph.D., Texas *Classical Lan*
- Roger A. Hegstrom (1969) *Associate Professor of Che*
B.A., St. Olaf; A.M. Ph.D., Harvard
- Robert M. Helm (1940) *Professor of Philo*
B.A. Wake Forest; M.A., Ph.D., Duke
- J. Edwin Hendricks (1961) *Professor of H*
B.A., Furman; M.A., Ph.D., Virginia
- Marcus B. Hester (1963) *Professor of Philo*
B.A., Wake Forest; Ph.D., Vanderbilt
- Mary Cassandra Hill (1976) *Instructor in Anthrope*
B.A., Alabama; M.A., Tennessee
- David A. Hills (1960) *Associate Professor of Psych*
B.A., Kansas; M.A., Ph.D., Iowa
- Willie L. Hinze (1975) *Assistant Professor of Che*
B.S., M.A., Sam Houston State; Ph.D., Texas A & M
- Louise Hoffman (1975) *Visiting Assistant Professor of H*
B.A., Michigan State; Ph.D., Bryn Mawr
- Donald D. Hoirup (1972) *Instructor in*
B.M., M.S., Julliard
- Fred L. Horton Jr. (1970) *Associate Professor of Re*
B.A., North Carolina; B.D., Union Seminary; Ph.D., Duke
- William L. Hottinger (1970) *Associate Professor of Physical Edu*
B.S., Slippery Rock; M.S., Ph.D., Illinois
- Fredric T. Howard (1966) *Associate Professor of Mather*
B.A., M.A., Vanderbilt; Ph.D., Duke
- William J. Huff (1974, 1976) *Visiting Assistant Professor of Ph*
B.S., Wake Forest; M.S., Florida; Ph.D., North Carolina
- Delmer P. Hylton (1949) *Professor of Account*
B.S., M.B.A., Indiana; C.P.A., Indiana
- Rebecca C. Jann (1976) *Research Assistant Professor of Bi*
B.A., Catawba; Ph.D., Wake Forest
- *Patricia A. Johnson (1969) *Instructor in Er*
B.A., Winston-Salem State; M.A., Wake Forest
- W. Dillon Johnston (1973) *Associate Professor of Er*
B.A., Vanderbilt; M.A., Columbia; Ph.D., Virginia

*Absent on leave, 1976-77.

- W. Kenion (1956) *Professor of English*
B.A., M.A., Ph.D., Duke
- C. Kennedy III (1976) *Assistant Professor of Philosophy*
B.A., Ph.D., California
- Wm C. Kerr (1970) *Associate Professor of Physics*
B.S., Wooster; Ph.D., Cornell
- L. King Jr. (1960) *Professor of Romance Languages*
B.A., Richmond; M.A., Ph.D., North Carolina
- E. Kirkman (1975) *Alfred Brauer Instructor in Mathematics*
B.A., Wooster; M.A., M.S., Ph.D., Michigan State
- W. Knoop (1976) *Instructor in Romance Languages*
B.S., Clarion State; M.A., Indiana
- W. Knott (1975) *Assistant Professor of Art*
B.A., Stanford; M.A., Illinois; Ph.D., Pennsylvania
- W. G. Krause (1976) *Instructor in Accountancy*
B.A., North Carolina State; M.B.A., Wake Forest
- W. E. Kuhn (1968) *Associate Professor of Biology*
B.S., Carson-Newman; Ph.D., Tennessee
- W. Kuzmanovich (1972) *Associate Professor of Mathematics*
B.S., Rose Polytechnic; Ph.D., Wisconsin
- W. C. Lane (1973) *Assistant Professor of Biology*
Licenciante of the Biological Sciences, Doctorate of the Biological Sciences, Geneva
- W. Legakis (1974) *Instructor in Art*
B.A., California; M.A., Chicago
- W. LeSiege (1975) *Assistant Professor of Music*
B.A., M.A., San Jose State; Ph.D., Eastman
- W. D. Lester (1972) *Visiting Lecturer in Religion*
B.A., Mississippi College; B.D., Th.D., Southern Baptist Seminary
- W. B. Levy (1976) *Instructor in Music*
B.M., M.A., Eastman
- W. M. Lewis (1968) *Associate Professor of Philosophy*
B.A., Wake Forest; Ph.D., Vanderbilt; Th.M., Harvard
- W. J. Lincoln (1972, 1976) *Instructor in Business*
B.S., SUNY (Buffalo); M.B.A., Eastern Illinois
- W. H. Litcher (1973) *Associate Professor of Education*
B.S., Winona State; M.A., Ph.D., Minnesota
- W. R. Ljungquist (1972) *Assistant Professor of Romance Languages*
B.A., Clark; Ph.D., Cornell
- W. Lobb (1973) *Assistant Professor of English*
B.A., Toronto; M.A., Virginia; M.A., Ph.D., Princeton

on leave, 1976-77.

ime.

on leave, fall 1976.

- Robert W. Lovett (1962, 1968) *Associate Professor of I*
B.A., Oglethorpe; M.A., Ph.D., Emory
- James L. Mader (1975) *Instructor in Accou*
B.A., St. Mary's; M.B.A., Minnesota
- Gregorio C. Martin (1976) *Assistant Professor of Romance Lan*
Diplome, Salamanca; M.A., Ph.D., Pittsburgh
- Don M. Maulsby (1970) *Assistant Professor of Soc*
B.A., Wofford; Ph.D., Tulane
- *Betty Jo May (1972) *Instructor in Speech Commun*
B.S., Virginia; M.A., North Carolina (Greensboro)
- J. Gaylord May (1961) *Associate Professor of Mathe*
B.S., Wofford; M.A., Ph.D., Virginia
- W. Graham May (1961) *Associate Professor of Mathe*
B.S., Wofford; M.A., Ph.D., Virginia
- Donna Mayer-Martin (1976) *Instructor in*
B.M., St. Mary; M.M., Cincinnati
- Joseph B. Mazzola (1975) *Instructor in Mathe*
B.S., SUNY (Stony Brook); M.A., Wake Forest
- James C. McDonald (1960) *Associate Professor of B*
B.A., Washington, (St. Louis); M.A., Ph.D., Missouri
- James G. McDowell (1965) *Associate Professor of H*
B.A., Colgate; Ph.D., Johns Hopkins
- Fred McLean (1976) *Instructor in Speech Communi*
B.S., Middle Tennessee State; J.D., Cumberland
- Dolly A. McPherson (1974) *Lecturer in E*
B.A., Southern; M.A., Boston
- J. Rodney Meyer (1970) *Assistant Professor of E*
B.A., Brown; M.A., Ph.D., Minnesota
- Harry B. Miller (1947) *Professor of Cher*
B.S., Ph.D., North Carolina
- Joseph O. Milner (1969) *Assistant Professor of Edu*
B.A., Davidson; M.A., Ph.D., North Carolina
- Carlton T. Mitchell (1961) *Professor of Re*
B.A., Wake Forest; B.D., Yale; S.T.M., Union Seminary; Ph.D., New York
- John V. Mochnick (1976) *Lecturer in*
B.M., Heidelberg; M.M., Indiana
- John C. Moorhouse (1969) *Associate Professor of Econ*
B.A., Wabash; Ph.D., Northwestern
- Carl C. Moses (1964) *Associate Professor of Po*
B.A., William & Mary; Ph.D., North Carolina
- William M. Moss (1971) *Assistant Professor of En*
B.A., Davidson; Ph.D., North Carolina

- Thomas E. Mullen (1957) *Associate Professor of History*
B.A., Rollins; M.A., Ph.D., Emory
- Donald E. Nofle (1967) *Associate Professor of Chemistry*
B.S., New Hampshire; Ph.D., Washington
- John P. Norwood (1976) *Adjunct Instructor in Psychology*
B.A., Coker; M.Ed., Ph.D., South Carolina
- John W. Nowell (1945) *Professor of Chemistry*
B.S., Wake Forest; Ph.D., North Carolina
- James C. O'Flaherty (1947) *Professor of German*
B.A., Georgetown College; M.A., Kentucky; Ph.D., Chicago
- Thomas Olive (1961) *Associate Professor of Biology*
B.S., Wake Forest; M.A., Ph.D., North Carolina State
- John Owen (1956) *Professor of Business Law*
B.S., North Carolina (Greensboro); M.C.S., Indiana; J.D., North Carolina
- John E. Parker Jr. (1950) *Professor of Education and Romance Languages*
B.A., Wake Forest; M.A., Ph.D., Syracuse
- Frederic H. Patrick (1946) *Professor of Sociology*
B.A., Wake Forest; B.D., Andover Newton; Ph.D., Duke
- Philip J. Perricone (1967) *Assistant Professor of Sociology*
B.S., M.A., Florida; Ph.D., Kentucky
- Harold Perry (1939, 1947) *Professor of History*
B.A., Wake Forest; M.A., Rutgers; Ph.D., Duke
- Elizabeth Phillips (1957) *Professor of English*
B.A., North Carolina (Greensboro); M.A., Iowa; Ph.D., Pennsylvania
- Ennio Pignatti (1971) *Visiting Professor of Art History*
Ph.D., Padua
- Walter R. Pinneau Jr. (1976) *Instructor in Psychology*
B.A., California; Ph.D., Michigan
- John H. Potter (1965) *Professor of English*
B.A., M.A., Ph.D., North Carolina
- William J. Preseren (1953) *Professor of Education*
B.S., California State (Pennsylvania); M.A., Columbia; Ph.D., North Carolina
- Gregory D. Pritchard (1968) *Professor of Philosophy*
B.A., Oklahoma Baptist; B.D., Southern Baptist Seminary; Ph.D., Columbia
- William M. Pyrek (1976) *Visiting Assistant Professor of English*
B.S., M.A., Louisiana State; Ph.D., Tennessee
- John J. Pyrek (1976) *Visiting Assistant Professor of English*
B.A., Virginia; M.A., Michigan; Ph.D., Tennessee
- John L. Raynor (1946) *Assistant Professor of English*
B.A., East Carolina; M.A., Wake Forest

- J. Don Reeves (1967) *Associate Professor of Education*
B.A., Mercer; B.D., Th.M., Southern Baptist Seminary; Ed.D., Columbia
- Jon M. Reinhardt (1964) *Associate Professor of Politics*
B.A., Birmingham-Southern; M.A., Ph.D., Tulane
- Paul M. Ribisl (1973) *Associate Professor of Physical Education*
B.S., Pittsburgh; M.A., Kent State; Ph.D., Illinois
- Laura P. Rice-Sayre (1976) *Visiting Assistant Professor of English*
B.A., Ohio State; M.A., Kent State; Ph.D., Washington
- C. H. Richards Jr. (1952) *Professor of Politics*
B.A., Texas Christian; M.A., Ph.D., Duke
- Stephen H. Richardson (1963) *Adjunct Professor of Biology*
B.A., California; M.S., Ph.D., Southern California
- *Charles L. Richman (1968) *Associate Professor of Psychology*
B.A., Virginia; M.A., Yeshiva; Ph.D., Cincinnati
- Leonard P. Roberge (1974) *Assistant Professor of Education*
B.A., New Hampshire; M.A., Atlanta; Ed.D., Maine
- Mary Frances M. Robinson (1952) *Professor of Romance Languages*
B.A., Wilson; M.A., Ph.D., Syracuse
- Paul S. Robinson (1952) *Professor of Music*
B.A., Westminster; B.M., Curtis; M.S.M., D.S.M., Union Seminary
- Eva Marie Rodtwitt (1966) *Lecturer in Romance Languages*
Can. Philol., Oslo
- Michael Roman (1973) *Assistant Professor of English*
A.B., Harvard; M.A., Ph.D., Pennsylvania
- Laura V. Rouzan (1975) *Instructor in Speech Communication*
B.A., Xavier; M.A., Georgia
- Franklyn F. Sanders (1971) *Instructor in Classical Languages*
B.A., Wofford; M.A., Georgia
- Wilmer D. Sanders (1954, 1964) *Associate Professor of German*
B.A., Muhlenberg; M.A., Ph.D., Indiana
- John W. Sawyer (1956) *Professor of Mathematics*
B.A., M.A., Wake Forest; M.A., Ph.D., Missouri
- Henry M. Sayre (1976) *Visiting Assistant Professor of English*
B.A., Stanford; Ph.D., Washington
- Donald O. Schoonmaker (1965) *Associate Professor of Politics*
B.A., Wake Forest; M.A., Ph.D., Princeton
- William A. Scott (1975) *Professor of Military Science*
B.S., City College (New York); M.P.A., City University (New York)
- Richard D. Sears (1964) *Associate Professor of Politics*
B.A., Clark; M.A., Ph.D., Indiana
- Ben M. Seelbinder (1959) *Professor of Mathematics*
B.A., Mississippi Delta State; M.A., Ph.D., North Carolina

*Absent on leave, 1976-77.

- Dorothy Jean Carter Seeman (1976) *Instructor in Psychology*
B.A., Wake Forest; B.S., Ph.D., Georgia
- Timothy F. Sellner (1970) *Assistant Professor of German*
B.A., Michigan; M.A., Wayne State; Ph.D., Michigan
- Bynum G. Shaw (1965) *Lecturer in Journalism*
B.A., Wake Forest
- Howard W. Shields (1958) *Professor of Physics*
B.S., North Carolina; M.S., Pennsylvania State; Ph.D., Duke
- Franklin R. Shirley (1948) *Professor of Speech Communication*
B.A., Georgetown; M.A., Columbia; Ph.D., Florida
- Richard L. Shoemaker (1950) *Professor of Romance Languages*
B.A., Colgate; M.A., Syracuse; Ph.D., Virginia
- Robert N. Shorter (1958) *Associate Professor of English*
B.A., Union College; M.A., Ph.D., Duke
- Michael L. Sinclair (1968) *Assistant Professor of History*
B.A., Wake Forest; M.A., Ph.D., Stanford
- David L. Smiley (1950) *Professor of History*
B.A., M.A., Baylor; Ph.D., Wisconsin
- Howell Smith (1965) *Associate Professor of History*
B.A., Baylor; M.A., Tulane; Ph.D., Wisconsin
- John Sneden (1977) *Visiting Lecturer in Theatre Arts*
B.A., M.A., North Carolina
- R. Lance Snyder (1974) *Instructor in English*
B.A., Michigan; M.A. Northwestern
- Blanche C. Speer (1972) *Assistant Professor of Linguistics*
B.A., Howard Payne; M.A., Ph.D., Colorado
- James A. Steintrager (1969) *Professor of Politics*
B.A., Notre Dame; M.A., Ph.D., Chicago
- Henry S. Stroupe (1937) *Professor of History*
B.S., M.A., Wake Forest; Ph.D., Duke
- Anna-Vera Sullam (1972) *Instructor in Romance Languages*
B.A., Padua
- Robert L. Sullivan (1962) *Associate Professor of Biology*
B.A., Delaware; M.S., Ph.D., North Carolina State
- Charles H. Talbert (1963) *Professor of Religion*
B.A., Howard; B.D., Southern Baptist Seminary; Ph.D., Vanderbilt
- Thomas C. Taylor (1971) *Associate Professor of Accountancy*
B.S., M.A., North Carolina; Ph.D., Louisiana State; C.P.A., North Carolina
- Harold C. Tedford (1965) *Associate Professor of Theatre Arts*
B.A., Ouachita; M.A., Arkansas; Ph.D., Louisiana State

part-time.

present on leave, spring 1977.

- Stanton K. Tefft (1964) *Associate Professor of Anthropology*
B.A., Michigan State; M.S., Wisconsin; Ph.D., Minnesota
- Mary Beth Thomas (1971) *Associate Professor of Biology*
B.A., Agnes Scott; M.A., Ph.D., North Carolina
- Mary H. Thomas (1975) *Instructor in Romance Languages*
B.A., Ohio; M.A., Michigan
- Anne S. Tillett (1956, 1960) *Professor of Romance Languages*
B.A., Carson-Newman; M.A., Vanderbilt; Ph.D., Northwestern
- Lowell R. Tillett (1956) *Professor of History*
B.A., Carson-Newman; M.A., Columbia; Ph.D., North Carolina
- Richard I. Tirrell (1977) *Visiting Lecturer in Education*
B.S., Purdue; M.S., Kansas State
- Thomas J. Turner (1952) *Professor of Physics*
B.S., North Carolina; M.S., Clemson; Ph.D., Virginia
- Robert W. Ulery Jr. (1971) *Assistant Professor of Classical Languages*
B.A., M.A., Ph.D., Yale
- Marcellus E. Waddill (1962) *Associate Professor of Mathematics*
B.A., Hampden-Sydney; M.A., Ph.D., Pittsburgh
- J. Van Wagstaff (1964) *Professor of Economics*
B.A., Randolph-Macon; M.B.A., Rutgers; Ph.D., Virginia
- Anderson H. Walters (1975) *Assistant Professor of Military Science*
B.S., United States Military Academy; M.S., Ohio State
- Barbara Warren (1976) *Instructor in Physical Education*
B.S., Southwest Missouri State; M.S., Indiana
- Peter D. Weigl (1968) *Associate Professor of Biology*
B.A., Williams; Ph.D., Duke
- David Welker (1969) *Professor of Theatre Art*
B.A., M.A., Illinois; Ph.D., Minnesota
- Larry E. West (1969) *Associate Professor of German*
B.A., Berea; Ph.D., Vanderbilt
- Frank H. Whitchurch (1971) *Instructor in Romance Language*
B.S., M.A., Minnesota; M.A., Ohio State
- Pamela A. Wiegardt (1974) *Instructor in Physical Education*
B.S., Madison; M.A., Sam Houston
- Alan J. Williams (1974) *Assistant Professor of History*
B.A., Stanford; M.Phil., Ph.D., Yale
- George P. Williams (1958) *Professor of Physics*
B.S., Richmond; M.S., Ph.D., North Carolina
- John E. Williams (1959) *Professor of Psychology*
B.A., Richmond; M.A., Ph.D., Iowa
- Edwin Graves Wilson (1946, 1951) *Professor of English*
B.A., Wake Forest; A.M., Ph.D., Harvard

- Donald H. Wolfe (1968) *Associate Professor of Theatre Arts*
B.S., M.S., Southern Illinois; Ph.D., Cornell
- Frank B. Wood (1971) *Assistant Professor of Psychology*
B.A., M.A., Wake Forest; M.Div., Southeastern Baptist Seminary; Ph.D., Duke
- Ralph C. Wood Jr. (1971) *Assistant Professor of Religion*
B.A., M.A., East Texas State; M.A., Ph.D., Chicago
- Ned Woodall (1969) *Associate Professor of Anthropology*
B.A., M.A., Texas; Ph.D., Southern Methodist
- John J. Woodmansee (1965) *Associate Professor of Psychology*
B.A., Westminster; M.A., Denver; Ph.D., Colorado
- Raymond L. Wyatt (1956) *Professor of Biology*
B.S., Wake Forest; M.A., Ph.D., North Carolina
- V. Buck Yearns Jr. (1945) *Professor of History*
B.A., Duke; M.A., Georgia; Ph.D., North Carolina
- Richard L. Zuber (1962) *Professor of History*
B.S., Appalachian; M.A., Emory; Ph.D., Duke
- Absent on leave, fall 1976.*



EMERITI*

Andrew Lewis Aycock (1928-1971) B.A., Wake Forest; M.A., Tulane	Professor Emeritus of English
Dalma Adolph Brown (1941-1973) B.A., M.A., North Carolina	Professor Emeritus of English
Ruth F. Campbell (1962-1974) B.A., North Carolina (Greensboro); M.A., North Carolina; Ph.D., Duke	Professor Emerita of Spanish
Forrest W. Clonts (1922-24; 1925-1967) B.A., Wake Forest; M.A., Ohio State	Professor Emeritus of History
Ethel T. Crittenden (1915-1946)	Librarian Emerita
Cronje B. Earp (1940-1971) B.A., Wake Forest; M.A., Ph.D., Columbia	Professor Emeritus of Classical Languages
J. Allen Easley (1928-1963) B.A., Furman; Th.M., Southern Baptist Seminary; D.D., Furman	Professor Emeritus of Religion
Edgar Estes Folk (1936-1967) B.A., Wake Forest; M.S., Columbia; Ph.D., George Peabody	Professor Emeritus of English
Roland L. Gay (1933-1972) B.S., Wake Forest; M.S., North Carolina State	Professor Emeritus of Mathematics
Ralph Cyrus Heath (1954-1969) B.A., Princeton; M.B.A., D.B.A., Indiana	Professor Emeritus of Marketing
Owen F. Herring (1946-1963) B.A., M.A., Wake Forest; Th.M., Th.D., Southern Baptist Seminary; D.D., Georgetown College	Professor Emeritus of Religion
Lois Johnson (1942-1962) B.A., Meredith; M.A., North Carolina	Dean of Women Emerita
Thane McDonald (1941-1975) B.M., M.M., Michigan; Ed.D., Columbia	Professor Emeritus of Music
Jasper L. Memory Jr. (1929-1971) B.A., Wake Forest; M.A., Columbia	Professor Emeritus of Education
Harold Dawes Parcell (1935-1970) B.A., North Carolina; A.M., Ph.D., Harvard	Professor Emeritus of Romance Languages
Grady S. Patterson (1924-1972) B.A., Wake Forest	Registrar Emerita
Kenneth Tyson Raynor (1926-1961) B.A., Wake Forest; M.A., Duke	Professor Emeritus of Mathematics
Albert C. Reid (1917-18; 1920-1965) B.A., M.A., Wake Forest; Ph.D., Cornell	Professor Emeritus of Philosophy

*Dates following name indicate period of service.

Harold Wayland Tribble (1950-1967)

B.A., Richmond; Th.M., Th.D., Southern Baptist Seminary; M.A., Louisville; Ph.D.,
Edinburgh; D.D., Stetson; LL.D., Union University, Wake Forest, Richmond, Duke,
North Carolina

President Emeritus

Carroll W. Weathers (1950-1972)

B.A., LL.B., Wake Forest

Professor Emeritus of Law and

Dean Emeritus of the School of Law

Carlton P. West (1928-1975)

B.A., Boston; M.A., Yale; B.A. in L.S., North Carolina

Librarian Emeritus



THE COMMITTEES OF THE FACULTY*

September 1, 1977

EXECUTIVE COMMITTEES

The Committee on Academic Affairs

Non-voting. Dean of Men; Dean of Women; Associate Dean; Assistant Dean; one student in the College. *Voting.* Dean of the College; 1980 Alonzo W. Kenion; Raymond E. Kuhn; 1979 E. Pendleton Banks, Marcellus E. Waddill; 1978 H. Wallace Baird, Thomas J. Turner; one student in the College.

The Committee on Admissions

Non-voting. Director of Admissions and Financial Aid; Associate Dean of the College; Dean of Women; one student in the College. *Voting.* Dean of the College; 1980 Herman E. Eure, Robert N. Shorter; 1979 Robert C. Beck, Donald O. Schoonmaker; 1978 Jack D. Fleer, Jeanne Owen; one student in the College.

The Committee on Scholarships and Student Aid

Non-voting. One student in the College. *Voting.* Dean of the College; Director of Admissions and Financial Aid; Dean of Women; Associate Dean; 1980 John H. Collins, Anne S. Tillett; 1979 Doyle R. Fosso, Bynum G. Shaw; 1978 John F. Litcher, Mary Beth Thomas; one student in the College.

The Committee on Curriculum

Voting. Provost; Dean of the College; Registrar; the Chairman of each Department in the College as follows; *Division I.* Art, Classical Languages, English, German, Music, Romance Languages, Speech Communication and Theatre Arts; *Division II.* Biology, Chemistry, Mathematics, Physical Education, Physics; *Division III.* Education, History, Military Science, Philosophy, Religion; *Division IV.* Business and Accountancy, Economics, Politics, Psychology, Sociology and Anthropology.

ADVISORY COMMITTEES

The Committee on Academic Planning

Non-voting. Provost; 1979 one student in the College. *Voting.* Dean of the College; Director of Libraries; 1981 Richard C. Barnett, James A. Steintrager; 1980 El

*The terms of members, except where otherwise shown, expire on August 31 of the year indicated. Each committee selects its own chairman except where the chairman is designated. All members cast a committee vote except as otherwise indicated.

Hayashi, Wilmer D. Sanders; 1979 Donald E. Frey, Gregory D. Pritchard; 1978 John L. Andronica, William C. Kerr; one student in the College.

The Committee on Athletics

Non-voting. Director of Athletics. *Voting.* Vice President and Treasurer; Dean of the College; faculty representative to the Atlantic Coast Conference; 1982 John William Angell, David K. Evans; 1981 Philippe R. Falkenberg, Michael L. Sinclair; 1980 Robert C. Beck, Philip J. Perricone; 1979 Richard D. Sears, J. Van Wagstaff; 1978 Robert W. Brehme, Jon M. Reinhardt.

The Committee on Institutional Planning

Non-voting. Provost; Vice President and Treasurer; one student in the College. *Voting.* Dean of the College; 1981 J. Edwin Hendricks, John E. Williams; 1980 Donald E. Nottle, Donald H. Wolfe; 1979 Joseph O. Milner, John C. Moorhouse, William E. Cage to replace Moorhouse for 1977-78); 1978 Richard D. Carmichael, Robert W. Ulery Jr.; one student in the College.

The Committee on Nominations

Voting. 1980 Howard W. Shields, Lowell R. Tillett; 1979 John R. Earle, Mary Frances M. Robinson; 1978 James P. Barefield, Ralph S. Fraser.

The Committee on Library Planning

Non-voting. Provost; Dean of the Graduate School; one faculty representative from the Committee on Academic Planning; one student in the College. *Voting.* One faculty member from each Department in the College; Dean of the College; Director of Libraries; one student in the College.

SPECIAL COMMITTEES

The Committee on Publications

Dean of the College; Vice President and Treasurer; Director of Communications; the faculty advisers of *Old Gold and Black*, *The Student*, and *The Howler*; 1980 Lee Potter; 1979 Michael Roman; 1978 W. Dillon Johnston.

The Committee for Teacher Education

Dean of the College; Dean of the Graduate School; Chairman of the Department of Education; 1980 William L. Hottinger, J. Don Reeves; 1979 John F. Dimmick, Roger A. Hegstrom; 1978 Shasta M. Bryant, W. Buck Yearsns.

The Committee for the R.O.T.C.

Dean of the College; Coordinator of R.O.T.C.; Professor of Military Science; 1980 W. Graham May; 1979 Rosemarie Anderson; 1978 A. Thomas Olive.

The Committee on Honors

Non-voting. One student in the College. *Voting.* Dean of the College; Coordinator of the Honors Program; 1981 Robert W. Ulery Jr.; 1980 Fred L. Horton Jr.; 1979 William C. Kerr; 1978 James P. Barefield; one student in the College.

The Committee of Lower Division Advisers

Dean of the College; Chairman of the Lower Division Advisers; Miles O. Bidwell, Ronald L. Blankespoor, David B. Broyles, Linda N. Clark, John E. Collins, Clarence Covey, John F. Dimmick, Leo Ellison, Stephen Ewing, Philippe R. Falck, Thomas F. Gossett, Phillip J. Hamrick, Carl V. Harris, Elmer Hayashi, Marcus B. Hester, Fred L. Horton Jr., James Kuzmanovich, Gary R. Ljungquist, James G. McDowell, Don M. Maulsby, W. Graham May, Carlton T. Mitchell, Ronald Noftle, A. Thomas Olive, J. Don Reeves, Paul M. Ribisl, Mary Frances M. Robinson, Michael Roman, Timothy F. Sellner, Robert L. Sullivan, Marcellus E. Wardill, Peter D. Weigl, Larry E. West, Frank H. Whitchurch, Alan J. Williams, Donald H. Wolfe, Frank B. Wood, J. Ned Woodall, Raymond L. Wyatt. *Open Curriculum:* Richard C. Barnett, John A. Carter Jr., Roger A. Hegstrom, Donald Schoonmaker, Richard D. Sears, J. Howell Smith, Harold C. Tedford, Mary Beth Thomas. *Faculty Supervisors for Peer Advisers:* Rosemarie Anderson, James Barefield, Richard D. Carmichael, Herman Eure, Joseph O. Milner, Elizabeth Phillips, Kathleen Glenn, Jon M. Reinhardt, Thomas C. Taylor, Thomas J. Turritt. *Peer Advisers:* approximately thirty students in the College.

The Committee on Orientation

Dean of the College; Chairman of the Lower Division Advisers; Dean of Men; Dean of Women; President of the Student Government or representative; one from the administration and student body invited by the Chairman.

The Committee on Records and Information

Non-voting. Registrar. *Voting.* Dean of the College; Archivist; Vice President of the Faculty; Secretary of the Faculty; 1980 Fredric T. Howard; 1979 Julian C. Roughs Jr.; 1978 Carl C. Moses.

The Committee on Open Curriculum

Dean of the College; 1981 John A. Carter Jr., Donald O. Schoonmaker; Richard C. Barnett, Roger A. Hegstrom; 1979 Richard D. Sears, Harold C. Tedford; 1978 J. Howell Smith, Mary Beth Thomas.

JOINT FACULTY-ADMINISTRATION COMMITTEES

Joint Admissions Committee

Dean of the College; Director of Admissions; Provost; John A. Carter Jr., Jack D. Leer; Robert C. Beck.

Judicial Council

Administration: Toby A. Hale; Richard W. McBride. *Faculty:* Fred L. Horton Jr.; Blanche C. Speer; Jeanne Owen; Marcellus E. Waddill; George P. Williams; two students in the College. *Faculty alternates:* Richard C. Barnett, Carlton N. Mitchell. *Administrative alternate:* Patricia A. Johnson; one student alternate.

Committee on Student Life

Dean of the College or designate; Dean of Women; Dean of Men; 1980 Dorothy Casey; 1979 Leo Ellison; 1978 Robert W. Lovett; three students in the College.

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President; Provost; Vice President for Medical Affairs; Vice President and Treasurer; Vice President for Development; Dean of the College; Dean of the Graduate School; Dean of the School of Law; Dean of the Babcock Graduate School of Management; Dean of the Bowman Gray School of Medicine; Director of Libraries; and the following:

Representatives of the College: 1980 John L. Andronica, Delmer P. Hylton; 1979 Doyle R. Fosso, John E. Parker Jr.; 1978 Robert W. Brehme, Peter D. Weigl; 1977 William E. Cage, Elizabeth Phillips.

Representatives of the Graduate School: 1980 Richard C. Barnett; 1979 Thomas F. Fossett; 1978 John William Angell; 1977 Lowell R. Tillett.

Representatives of the School of Law: 1979 Hugh W. Divine; 1977 James A. Webster.

Representatives of the Babcock Graduate School of Management: 1979 Peter R. Babcock, Robert W. Shively.

Representatives of the Bowman Gray School of Medicine: 1980 Walter J. Bo; 1979 C. Douglas Maynard; 1978 Eben Alexander; 1977 Carolyn Huntley.



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Director of Admissions and Financial Aid
7305 Reynolda Station
Winston-Salem, North Carolina 27109
919-761-5201

The School of Law

Director of Admissions
7206 Reynolda Station
Winston-Salem, North Carolina 27109
919-761-5437

The Summer Session

Dean of the Summer Session
7293 Reynolda Station
Winston-Salem, North Carolina 27109
919-761-5227

The Graduate School

Dean of the Graduate School
7487 Reynolda Station
Winston-Salem, North Carolina 27109
919-761-5301

The Babcock Graduate School of Management

Director of Admissions
7659 Reynolda Station
Winston-Salem, North Carolina 27109
919-761-5422

The Bowman Gray School of Medicine

Associate Dean for Admissions
300 Hawthorne Road
Winston-Salem, North Carolina 27103
919-727-4265

William E. Ray, Editor

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